SOCIAL AND PSYCHOLOGICAL VALENCE COMPONENTS OF TRANSLINGUAL GRADUATE WRITERS' INVENTORY OF STRENGTHS

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G Yeon Park

SOCIAL AND PSYCHOLOGICAL VALENCE COMPONENTS OF TRANSLINGUAL GRADUATE WRITERS' INVENTORY OF STRENGTHS

This study of the assets that international graduate students bring to the process of learning English academic writing in the US has two purposes. The primary purpose is to develop the Translingual Graduate Writers' Inventory of Strengths (TGWIS) and to test its reliability and validity as a tool to determine the particular strengths and resources of international graduate writers. The second purpose is to describe the academic writing strategies used by translingual graduate writers in order to suggest a conceptual framework of graduate academic writing in English and to promote teaching and learning of graduate academic writing in English for international graduate students based on positive psychology and translingualism.

Previous studies of L2 learning have paid more attention to negative psychological and affective dimensions such as foreign language learning anxiety and writing apprehension. In response to the need particularly psychological and social dimensions of international graduate academic writers in English, the TGWIS was developed. Based on the conceptual frameworks of translingualism (Canagarajah, 2013a), embodied self (Kramsch, 2009), Strength-Centered Therapy (Wong, 2006a), positive psychological perspectives (Lopez, Pedrotti & Snyder, 2015; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002), and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009), the TGWIS V.10 was developed with eight psychological and social components (N=509). I tested the validity and reliability of the TGWIS as an instrument to promote a positive perspective on translingual academic writers by employing exploratory factor analysis (n=249) and confirmatory factor analysis (n=260). The final measurement model of the TGWIS V.10 is consisted of four factors with16 items: Interest

and motivation to pursue graduate academic writing (GAW) in English (5 items; α = .84), self-confidence in GAW in English (5 items; α = .80), perceived professional value of GAW in English (3 items; α = .73), and using translingual resources in GAW in English (3 items; α = .74).

The major contribution of this study is to inform stakeholders in US graduate education programs of the perspectives of international graduate students and to inform efforts to provide customized graduate level writing assistance. These aspirations can be fulfilled in a "nested" environment with affective and social supports, validating their strengths as translingual writers.

Keywords: graduate students, survey research, academic discourse, second language learning, writing (composition), student attitudes, multilingualism, translingualism, positive psychology, growth mindset, academic writing, international graduate students, writing problems, writing improvement

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박지연

언어횡단형 대학원 학술적 영어 글쓰기 강점의 사회·심리적 요인 설문

(SOCIAL AND PSYCHOLOGICAL VALENCE COMPONENTS OF TRANSLINGUAL GRADUATE WRITERS' INVENTORY OF STRENGTHS)

본 연구는 미국 대학원 국제학생들의 학술적 영어 글쓰기 학습 과정에 관한 것으로 두 가지 주된 목적은 다음과 같다. 첫째, 국제학생의 언어횡단형 대학원 학술적 영어 글쓰기 강점 (Translingual Graduate Writers' Inventory of Strengths, TGWIS) 설문도구를 개발하고, 도구의 신뢰도와 타당도를 검증한다. 둘째, 긍정심리학 및 언어횡단이론에 기반하여 미국 대학원 국제학생의 언어횡단형 대학원 학술적 영어 글쓰기 전략을 알아보고 학술적 영어 글쓰기의 개념적 틀을 제안한다.

제 2 언어 학습에 관한 이전 연구는 학습상 긴장 및 글쓰기 불안과 같이 주로 부정적인 심리적, 감정적 측면에 집중되어 있다. 본 연구는 TGWIS V.10 설문도구를 개발하는 데, 특히 언어횡단형 대학원 학술적 영어 글쓰기의 심리적, 사회적 강점을 긍정 심리적 관점에서 다룬다. 본 연구는 언어횡단이론 (Canagarajah, 2013a), 체화된 언어 학습자아 (Kramsch, 2009), 강점 중심 상담치료법 (Wong, 2006a), 긍정 심리적 관점들 (Lopez, Pedrotti & Snyder, 2015; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002) 및 성장적 의식구조 (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009)의 이론을 토대로 TGWIS V.10 을 개발하였다. 본 연구는 TGWIS V.10 의 여덟 개의 사회·심리적 요인을 (N=509) 탐색적 요인분석 (n=249) 및 확인적 요인분석 (n=260)을 이용하여 도구로서의 신뢰도와 타당도를 검증하였다. 그 결과 TGWIS V.10 최종 모형은 네 개 요인에 16 개 항목을 포함한다. TGWIS V.10 최종 모형의 네 개 요인은 학술적 영어 글쓰기에 대한

관심과 동기 (5 문항; α = .84), 학술적 영어 글쓰기에 대한 자신감 (5 문항; α = .80), 학술적 영어 글쓰기의 가치 인식 (3 문항; α = .73), 학술적 영어 글쓰기에 언어횡단적 자료 사용 (3 문항; α = .73)이 있다.

본 연구는 미국 대학원 프로그램의 관계자들에게 국제학생들의 학술적 영어 글쓰기에 관한 정보를 제공하여 국제학생들의 학술적 영어 글쓰기 지원을 향상하는 데 기여하고자 한다. 이러한 목적은 언어횡단형 대학원 학술적 영어 글쓰기 저자들의 강점을 지원 및 격려하는 사회·심리적 지원을 포함한 대학원 프로그램의 교육환경 개선 등을 통하여 실행될 수 있을 것으로 본다.

주요어: 대학원생, 설문도구 개발 연구, 학술적 담화, 제 2 언어 학습, 영어 글쓰기 (영작문), 학습자 태도, 다중언어이론, 언어횡단이론, 긍정심리학, 성장적 의식구조, 대학원 학술적 글쓰기, 국제학생, 영어 글쓰기 어려움, 영어 글쓰기 향상

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Chapter 1. Introduction

> "I wish someone had told me when I entered the doctoral program in the US that it will be all about writing for multiple purposes, with all that it entails." (From an informal interview with a Korean doctoral student in Chicago, winter 2012)

Although writing research has evolved from a product focused emphasis on linguistic and structural forms, to process writing, and most recently to sociocultural theories, social constructivist perspectives and situated learning theory (Flahive, 2010; Fujioka, 1999; Leki, 2010; Leki, Cumming & Silva, 2006, 2010), second language (L2) academic writing studies still largely foreground L2 writers' problems and ways to address the difficulties they experience in their writing processes. As an alternative , this study embraces Canagarajah's (2013a) recently proposed conceptual framework of writing as a translingual practice of applying negotiation strategies to the meaning-making process. By taking this position on writing research, I am also positioning international graduate L2 writers as translingual writers (or practitioners) of English for academic purposes (Kramsch, 2009). The main purpose of this study is to empower these writers by developing the Translingual Graduate Writers' Inventory of Strengths (TGWIS) and testing its application as a measurement tool by administering it to international graduate students in the US.

In line with recent research on academic writing as the social act of an "embodied self" (Kramsch, 2009), this study will emphasize the importance of diversity among multilingual and transnational graduate students and scholarly writers from two perspectives: (1) "translingual practice" (Canagarajah, 2013a) in reference to the "embodied self" from the "social interactionist perspective" (Canagarajah, 2013a); and (2) the theoretical and methodological frameworks of

positive psychology and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002; Wong, 2006a) as applied to the specific resources and strengths of translingual writers of academic English.

Problem Statement

Many international graduate students and post-graduate scholars pursue graduate education in the US not only because of the excellence of the academic resources of U.S. graduate degree programs but also as a way of improving their English academic writing skills to match their academic accomplishments and to obtaining better opportunities to publish in the journals listed in the Science Citation Index/ Social Science Citation Index (SCI/SSCI), which require well-organized manuscripts that conform to their requirements of standard academic English.

When I entered a doctoral program in the US, the inquiry courses I took helped me to grasp what researchers do and how they do it, but the complexities of writing as a graduate student and as a researcher have remained perplexing for me. In terms of language per se, many Internet resources, books, and articles offer academic word list and rhetorical expressions for academic writing (Coxhead, 2000, 2011; Ferris, 2011; Freeman & Freeman, 2004; D. Garnder & Davies, 2013; Gu, 2003; Hinkel, 2006; Hyland, 2008; Liqin & Xinlu, 2014). These resources are definitely useful, but one problem is that they provide a large mixture sentences from different fields such as psychology, art, math, diverse areas of science, philosophy, sports, accounting, statistics, and economics. In theory, the rhetorical academic expressions, such as those jam-packed in Kim's (2011) 500-page book, *The essential guide to writing papers in English*, might allow me to get the hang of academic writing, but in reality these compendiums of suggested expressions do not guarantee a good command of the language of my field. To go beyond such

packaged resources with their limitations, Fujioka (2008) stressed the importance of "Communities of Practice (CoP)" and the relationship between knowledge bearers in a field and novice learners (pp. 68-72). Fujioka explained "Legitimate Peripheral Participation (LLP)" (Lave & Wenger, 1991; Wenger, 1998) as the transition towards joining a CoP by describing challenges she faced during her dissertation writing process, which involved changing her dissertation committee director to one whose mentoring style was a better match for her needs. To gain full membership in a specific academic field, novice learners in a graduate program must learn its particular "genre knowledge" and "rhetorical elements" through guided participation (Bakhtin, 1981; Bakhtin, 1986; Barton, Hamilton & Ivanič, 2000; Bazerman, 1988, 2004, 2013; Berkenkotter & Huckin, 1993; Brodkey, 1987; Casanave, 2011; Casanave & Li, 2008; Cox, 2010; Flower, 1994; Flowerdew, 2015; Curry, 2016; Hedgcock, 2008; Hedgcock & Lee, 2017; Hirvela, 2016; Johns et al., 2006; Linton et al., 2012; Matsuda & Silva, 2005; Matsuda et al., 2011; Reynolds, 2010; Sasaki, 2005; Silva & Matsuda, 2010; Swales, 1990; Simpson et al., 2016; Swales & Feak, 2012; Tardy 2006; 2010; Tardy & Swales, 2014; Tardy, 2016; Traugott, 1981). This learning process is required of all entrants to a graduate program, but international graduate students whose first language is not English enter the program may face a double whammy of sociocultural and academic adjustments, with English proficiency as their first stressor (Hedgcock & Lee, 2017; Zhang & Goodson, 2011).

Purpose of the Study

This study of the assets that international graduate students bring to the process of learning English academic writing in the US has two purposes. The primary purpose is to develop the newly designed Translingual Graduate Writers' Inventory of Strengths (TGWIS) survey and test its reliability and validity as a tool to determine the particular strengths and

resources of translingual graduate writers. The second purpose is to describe the academic writing strategies used by translingual graduate writers in order to suggest a conceptual framework of graduate academic writing in English and to promote practical and strategy-oriented teaching and learning of graduate academic writing in English for international graduate students.

Based on the conceptual frameworks of translingualism (Canagarajah, 2013a), embodied self (Kramsch, 2009), Strength-Centered Therapy (Wong, 2006a), positive psychological perspectives (Lopez, Pedrotti & Snyder, 2015; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002), and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009), this inventory was tested for its reliability and validity as an instrument to promote a positive perspective on translingual academic writers. The specific aims of this study are as follows:

1. To test and modify the TGWIS survey measuring the psychological and social strengths of international graduate writers of academic English (interest and motivation to learn graduate academic writing; cognitive, individual, situational, social, and affective factors; self-confidence; growth mindset; and application of translingual and transcultural resources).

2. To construct a conceptual framework for the utilization of the TGWIS survey as a strength-finder tool with international graduate writers in U.S. universities based on the results of the newly developed and modified TGWIS survey.

a) To test the principal constructs of the modified TGWIS survey and establish psychometric properties of the instrument, the hypothesis below will be tested:

Hypothesis 1: Social and demographic factors; degree goal; early English experience; and self-efficacy and self-theories related to English academic

writing are associated with strengths in academic writing among international graduate writers.

b) To test the modified eight principal constructs of strengths of international graduate writers by utilizing the TGWIS survey, the hypotheses below will be tested:

Hypothesis 2: Each of the above eight principle constructs has an internal consistency reliability using Cronbach's alpha of 0.70 or greater.

Hypothesis 3: Exploratory factor analysis and confirmatory factor analysis will produce factor loadings of 0.40 or greater for each of the eight principal constructs.

Significance of Study

This study is focused specifically on the learning processes of academic writing in English for international graduate students in the US and the effects of affective factors on the process of academic writing. Its goal is to develop an instrument by which those translingual academic writers can be encouraged to identify their strengths and explore ways to take advantage of their unique resources to improve their academic writing skills.

The major contribution of this study is to inform stakeholders in U.S. graduate education programs of the perspectives of international graduate students to inform efforts to provide customized graduate level writing assistance. As noted at the beginning of this proposal, international students come to U.S. universities for graduate study not only because of the quality of programs but also to improve their academic writing in English. They also aspire to pursue professional advancement by publishing their work in the journals listed in the SCI/SSCI, which

require well-organized manuscripts that conform to their requirements of standard academic English. These aspirations can be fulfilled in a "nested" environment with affective and social supports, validating their strengths as translingual writers.

Many questions initiated my interest in the experiences and subjectivities of translingual academic writers. Who are translingual graduate writers as "embodied selves" in graduate degree programs in the US? What English(es) would they like to learn? Who is conducting research on whom and on which topics of a certain field of study, and for what purpose or audience? Because previous studies in second language writing have focused on the difficulties experienced by this population and their needs and sources of stress in their acculturation process, there has been little emphasis on the strengths this population may have as academic writers in English using their multi-languages resources. Therefore, this study will address positive psychological perspectives in research on academic writing, L2 writing and L2 writers, especially international graduate students and scholars. The TGWIS V.10 offers a measure of the strengths of translingual graduate writers that may help them have healthy and well-functioning self-concepts as academic writers. My personal observations of the struggles of international graduate writers are backed up by research on Asian graduate students, which show that English proficiency is listed as main stressor among international students in the US (Chiang, 2012; Kirmayer & Sartorius, 2007; Kirmayer & Young, 1998; Lin, 2014; Murata, Moser, & Kitayama, 2013; Yoon & Lau, 2008) and their self-esteem issues may not merely reflect traditional humble attitudes of students.

Thus, previous studies of L2 writing have paid more attention to negative psychological and affective dimensions of academic writing. Therefore, in the literature review I bring together two related lines of research, 1) L2 writing in academic English and 2) psychological and affective

dimensions of second and/or foreign language learning, especially as related to of international scholars' strengths in academic writing.

Key Terms of This Study

1. Translingual graduate writer: Translingual graduate writers of this study refer to those who identify themselves as international graduate students and international scholars who had been trained and educated in graduate programs in the US. Most of the survey participants of this study have high proficiency in their first language and moved to the US to pursue their graduate degrees and learn English as second language for academic purposes. This group of writers make their efforts to obtain ultimate achievement level of proficiency of academic writing in both their first language and in English. I expect the definition of translingual graduate writer to be extended to those who are proficient in multiple languages and utilize the resources across languages for their academic writing in the language of their choice.

2. Translingual Graduate Writers' Inventory of Strengths (TGWIS /ti:**gwi**:**s/):** The psychological and social components of academic writing in English used by translingual graduate writers are developed based on positive psychology and translingualism. In line with recent research on academic writing as the social act of an "embodied self" (Kramsch, 2009), this study will emphasize the importance of diversity among multilingual and transnational graduate students and scholarly writers from two perspectives: (1) "translingual practice" (Canagarajah, 2013a) in reference to the "embodied self" from the "social interactionist perspective" (Canagarajah, 2013a, p. 28); and (2) the theoretical and methodological frameworks of positive psychology and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002; Wong, 2006a) as applied to the specific resources and strengths of translingual writers of academic English.

3. Academic writing: In the next chapter, the literature review covers research on academic writing, concepts and terms related to L1 and L2 writing for academic purposes, and constructs which will be used in the TGWIS survey items.

Although it may seem difficult to establish a definition of academic writing with agreement from different disciplines, research on academic writing developed in part in relation to Harvard University's required freshman composition course in the 1960s (Connor, 1996), and since these early developments, it has focused on how students' awareness of the value and meaning of college writing changes their attitudes toward writing (Sommers & Saltz, 2004; Sternglass, 1997; Tinberg, 1997). Johns (1997) discussed changes in the main perspectives on the nature of language and texts from traditional views to learner-based views and to socioliterate theories. Traditional theories "focused on the production of perfect, formally organized language patterns and discourses" (p. 7), while learner-based views stressed the motivation and process of meaning making by individual learners of literacy with teachers acting as coaches and facilitators. Some elements of these two perspectives still have influence on literacy learning and teaching; however, Johns (1997) predicted that the socioliterate theories would be the next paradigm of literacy education "particularly for diverse students in academic and professional contexts" (p. 14). Over a decade later, Cumming (2006, 2010) claimed that the study of academic writing should be addressed not in isolation but through sociocultural theory (Cumming, 2010) in the context of teaching and learning L2 academic writing (Cumming, 2006).

4. Translingualism: Bazerman (2013) has observed that as English has become the worldwide medium of academic communication, the need to provide proper "support for advanced academic writing and to find institutional space for it to happen," particularly at graduate and/or post-graduate levels, has become critical (Canagarajah, 2013b, p. 18). Given the ethnic and

linguistic diversity of scholars along with their desire to actively participate in the international conversations in specific communities of study and to contribute to their fields, academic publishing in English as a translingual and transcultural practice needs to be addressed. And as more and more diverse scholars from difference backgrounds participate in academic publishing, Canagarajah argues, more diverse forms of research on these translingual scholars' writing will evolve, such as "research on writing, writing processes, how people develop as writers, how education can support writing development, and other related issues" (p. 20). Canagarajah (2013a) has intentionally rejected "dichotomies such as native/non-native, learner/user, and interlanguage/target language to elevate the competence of the 'owners' of a language and denigrate those of others" and instead argued for "label[ing] both native and non-native groups as 'translinguals' and translingual practice as their competence of language use through code-meshing and/or code-switching strategies to better promote meaning-making with their luxuriant multi-language competencies in their language products" (pp. 15-18). As I mentioned above, my position regarding translinguals shares values with Canagarajah's, such as appreciation of translinguals' mobile identities and different kinds of language capabilities. Based on Pratt's (1991) concept of contact zones, Canagarajah defines the location(s) of intercultural social interactions as "social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today" (p. 34). Also Canagarajah addressed the gap in research on communities of practice (Wenger, 1998) by suggesting inclusion of "subjective factors such as members' attitudes, values, and ideologies in the conduct of their practices" (p. 31). For this reason, I focus on the subjectivity and inter-subjectivity of graduate level translingual writers as embodied selves (Kramsch, 2009).

5. Valence: In chemistry, the definition of the term valence means “the property of an element that determines the number of other atoms with which an atom of the element can combine.” In this study, the use of the term “valence” indicate an extended meaning of “the degree to which individuals attend the hedonic component of their affective experience” in the context of different “degree to which individuals attend the arousal component of their affective experience” (Feldman, 1995, p. 156) from psychological perspective. Feldman (1993) defined 16 mood terms according to the degree of valence from negative valence to positive valence and from high arousal to low arousal. This derived and metaphoric extension of the term, “valence” was intentionally chosen by the researcher to visualize the intertwined psychological and social components of learning graduate academic writing in English among translingual graduate writers. The mood terms such as “peppy” and “enthusiastic” may also be aligned with the concept of “flow” in positive psychology which indicate a state that one is seamlessly integrated in one’s task and feels the natural momentum of being “fully involved in the present moment” (Nakamura & Csíkszentmihályi, 2009, p. 196).

Chapter 2. Literature Review

This study will emphasize the importance of diversity among multilingual and transnational students and scholarly writers from two perspectives: (1) Canagarajah's (2013a) conceptualizations of "translingual practice" (p. 9) and the "social interactionist perspective" (p. 28) as well as Kramsch's (2009) conceptualization of the "embodied self" (p. 53); and (2) positive psychology as a theoretical and methodological framework (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002; Wong, 2006a).

This literature review is organized in three main sections of topics related to academic writing research:

1. Topics in academic writing research
2. Need of Positive psychological perspective in L2 writing research:
   a. negative affective attributes of foreign language anxiety (FLA) and
   b. the Writing Apprehension Test (WAT); and
3. Literature related to the theoretical frameworks of this study:
   a. Canagarajah's (2013a) translingualism;
   b. Kramsch's (2009) embodied self;
   c. Positive psychology (Wong, 2006a; Nakamura & Csíkszentmihályi, 2002, 2009); and
   d. Growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009).

Topics in Academic Writing Research

This section of the review covers research on academic writing, concepts and terms related to L1 and L2 writing for academic purposes, and constructs which will be used to develop the items of the Translingual Graduate Writers' Inventory of Strengths (TGWIS). In this first section of the literature review, five sub-topics will be covered: (a) History of college composition

instruction, (b) Genre analysis, (c) L1 to L2 transfer, (d) Contrastive and intercultural rhetoric, and (e) Adaptive transfer.

Research on academic writing developed in part in relation to Harvard University's required freshman composition course in the 1960s (Connor, 1996), and since these early developments, it has focused on how students' awareness of the value and meaning of college writing changes their attitudes toward writing (Sommers & Saltz, 2004; Sternglass, 1997; Tinberg, 1997). Johns (1997) discussed changes in the main perspectives on the nature of language and texts from traditional views to learner-based views and to socioliterate theories. Traditional theories "focused on the production of perfect, formally organized language patterns and discourses" (p. 7), while learner-based views stressed the motivation and process of meaning making by individual learners of literacy with teachers acting as coaches and facilitators. Some elements of these two perspectives still have influence on literacy learning and teaching; however, Johns (1997) predicted that the socioliterate theories would be the next paradigm of literacy education "particularly for diverse students in academic and professional contexts" (p. 14). Over a decade later, Cumming (2006, 2010) claimed that the study of academic writing should be addressed not in isolation but through sociocultural theory (Cumming, 2010) in the context of teaching and learning L2 academic writing (Cumming, 2006).

Researchers have suggested connections between writing genres and the academic writing of English language learners (e.g. Hyon, 1996; Jwa, 2015; Nesi & Gardner, 2012; Swales, 1990). Swales (1990) explains academic English as a genre having "some shared set of rhetorical actions for communicative purposes by considering certain patterns of structure, style, content and intended audience" (p. 58). Genre has become well-established as a research topic in the field of language teaching. Hyon (1996) identified three types of genre-based research based on

currently active theories and practical applications: (a) English for specific purposes (ESP), (b) North American New Rhetoric studies, and (c) Australian systemic functional linguistics. First, ESP studies, as characterized by Swales (1990), focus on written and spoken "structure, style, content and intended audience" for "communicative purposes" (p. 58). Second, the New Rhetoric studies feature ethnographic approaches to studying genre in specific social contexts. Third, Australian systemic functional linguistics pursues more systematic objectives in genre-based research by investigating functional uses of genres customized for specific career and social situations conceptualized as "register of language" (Halliday, 1978). Of these three types of genre-based research, my study will be based on the second perspective of genre studies, North American New Rhetoric, based on the notion of genre as a social construct.

The idea of genre or discipline-specific literacy instruction and writing across the curriculum for L2 college students' academic success has been recently addressed as an important area of academic writing instruction. Nesi and Gardner (2012) used the British Academic Written English (BAWE) corpus to classify 30 disciplinary-specific types of academic writing in the United Kingdom. The researchers observed that a research gap exists in that there is "considerable confusion amongst students and writing instructors regarding the kinds of writing students are required to produce across disciplines and levels of study" (p. 3). The authors promote the possibility of discipline-customized academic writing instruction by characterizing each discipline's specific genre of academic writing. Jwa's (2015) case study of the "genre-specific trajectories" of two L2 college students through analysis of their texts and interviews with the participants also supports the use of genre-specific literacy instruction.

As young scholars in a specific field of study, graduate students are expected to participate in discipline-driven writing projects and assimilate into a field of study and through scholarly

communication with their professors and colleagues in the graduate and/or professional degree programs. This advanced level of discipline-specific academic writing might or might not be successfully learned and/or acquired in a graduate program. Genres of academic writing, particularly at the graduate degree level, have become more complex according to each major concentration within its specific area. Therefore, newly arrived international graduate students and scholars in the US rely heavily on opportunities to learn about the academic writing genres through scholastic exchanges during their apprenticeship as young scholars in a specific discipline (Flowerdew, 2015; Hedgcock & Lee, 2017; Tardy, 2016).

My cumulative experiences of reading and writing in the Korean language also had a major influence on my style of writing when I first tried to write an essay in the English academic style because writing in the Korean language is different in some ways. I was consoled when I found that studies in second language writing took into account the influence of the first language on second language writing (Connor, 1996; DePalma & Ringer, 2011; Friedlander, 1990; Johns, 1990; Kroll, 1990, 2001, 2003). These studies are reviewed in the following section.

Cummins (1981) suggested that L1 proficiency is related to the development of L2 proficiency and that there is a "common underlying proficiency (CUP)" instead of "separate underlying proficiencies (SUPs)." The CUP assumption supports bilingual education so that education in L1 can transfer to L2 proficiency. After reviewing studies of various bilingual programs all over the world, Cummins (1981) concluded that "the educational argument against bilingual education is invalid; in order to explain the findings, it is necessary to posit a common proficiency dimension that underlies the development of academic skills in both languages" (p. 28). Built on his earlier work supporting the empowerment of minority and multilingual students, Cummins expanded his psycholinguistic perspective on L1 and L2 proficiency development with

multiple case studies of students' use of their L1s as resources and promoted "creating dual language identity texts" (Cummins & Early, 2011, p. 41) for bilingual programs in Canada (Cummins, 1981, 2001, 2004; Cummins & Early, 2011, 2015).

Connor (1996) explored the differences in writing styles of ESL students from eight different cultural and linguistic backgrounds—Arabic, Chinese, Japanese, Korean, German, Finnish, Spanish, and Czech. Based on the Sapir-Whorf hypothesis of linguistic relativity (Sapir & Mandelbaum, 1985; Whorf et al., 2012), Connor addressed the cross-cultural aspects of second language writing, such as, for example, the observation that, "German writers emphasize content over form. English papers had 'advance organizers' to clarify the organization of the paper" (p. 46). Although Finnish speakers are well known as being successful L2 English speakers, Connor found major differences between Finnish and English academic writing styles. Finnish academic writers "employed fewer selective demonstrative references than native English speakers" and tended to place the main idea in a later part than did English speakers (p. 50). Contrastive rhetoric studies between Spanish and English found that Spanish writers "used longer sentences and used more pronouns than the native English speakers, demonstrating a preference for 'loose coordination' and for an 'elaborated style of writing'" (Connor, 1996, pp. 52-53). Comparing Czech and English academic writing styles, Connor found that Czech employed more complex sentence patterns and delayed introduction of the main idea. Korean texts were described as featuring "indirectness and nonlinear development [that] consisted of a four-part pattern, *ki-sung-chon-kyul*" (p. 45):

This four-part pattern, *ki-sung-chon-kyul*, typical of Korean prose, contributes to nonlinearity. It corresponds to the Japanese *ki-shoo-ten-ketsu* and the Chinese *qi-cheng-jun-he* styles. Thus, in Korean texts, there is an introduction, the development of a topic, a diversion to a

tangentially related topic, and a conclusion with the thesis placed at the end, creating a sense of indirectness. Hinds (1990) includes Korean in the category of languages with "delayed introduction of purpose," along with Chinese, Japanese, and Thai (Connor, 1996, p. 45).

Reflecting on the past three decades of progress in contrastive rhetoric research, which had been criticized by other scholars (Kubota, 1999, 2001; Scollon, 1997; Spack, 1997a, 1997b; Zamel, 1997), Connor (2002) summarized four domains of inquiry during that period: "text linguistics, the analysis of writing as a cultural and educational activity, classroom-based studies of writing, and contrastive genre-specific studies" (pp. 497-498). Also she advocated "small culture" (Atkinson, 2004; Atkinson & Sohn, 2013; Connor, 2004) as the intercultural rhetoric research unit instead of "big culture." Extending contrastive rhetoric into more context-sensitive study, Connor (2004, 2011) and Kubota & Lin (2009) recommended four research methods compatible with intercultural rhetoric: text analysis (Hyland, 2003, 2004, 2005, 2008), genre analysis (Bazerman, 2004), corpus analysis (Li, 2002; Forster & Russell, 2002), and ethnographic approaches (Barton et al., 2000; Gee, 2014). Despite criticisms of contrastive rhetoric in the past, I believe that this approach to cultural difference and diversity of writing styles still provides useful insights into L2 writing research. In particular, the three main premises of intercultural rhetoric, (1) text analysis within salient contexts, (2) interaction of small and large cultures, and (3) negotiation in intercultural communication (Connor, 2011) offer perspectives that are compatible with my study of academic writing of translingual international graduate writers.

In this study, intercultural rhetoric will be considered in terms of the writing practices of international graduate students in the US as "embodied selves" and "translingual" writers (Belcher & Nelson, 2013; Canagarajah, 2013a, 2013b; Kramsch, 2009), focusing on their ability

to notice the similarities and differences between the "small" culture and "large" culture of academic writing styles in their home countries and in their target language of English and utilize this awareness in their English academic writing.

Understanding cultural differences in writing can provide insight into how the first language might influence second language writing. However, the stereotyped assumptions about different writing style do not account for how I adjusted to new patterns of writing in English in a tertiary level institution. Studies on "transfer" in second language writing help construct an adaptive phase as a bridge between L1 writing and L2 writing. According to DePalma and Ringer (2011), Peter Elbow (2008), speaking at the 2008 Writing Research Across Borders Conference in Santa Barbara, California, identified transfer as one of the key themes in L2 writing. DePalma and Ringer (2011) reviewed the research on transfer learning and argued for "the need to revisit the concept of transfer from a new vantage point." Wardle (2007) discussed the importance of first-year composition (FYC) courses and how transfer of learning could be traced to the student's initial decision to adapt to academic writing. They emphasized the role of L1 writing skills in L2 writing, stating that "adaptive transfer is a framework that acknowledges both the reuse and the reshaping of prior writing knowledge to fit new contexts" (p. 135). Cummins (1981) argued that "instruction through the minority language has been effective in promoting proficiency in both—L1 and L2—languages" (p. 29). The amount of time a minority child is exposed to L2 at home and in school did not guarantee his or her academic achievement, but "a strong predictor of future academic success is relevant to quality and quantity of communication with adults as negotiating meaning in L1 despite the fact that they may know little or no English" (Chesarek, 1981, in Cummins, p. 36).

In summary, college composition classes in the US have been offered in institutions of higher education at least since the 1930s to teach students how to write for academic purposes. The need for such courses has shown that academic literacy is rarely acquired with the natural acquisition of communicative skills in L1. Johns (1997) proposed socioliterate views to account for "not only the readers' and writers' prior knowledge of text content and form but of the situations and the communities for which texts from a genre serve identified purposes" (Johns, p. 16). Therefore, English for academic and research purposes as a genre has to be studied and learned (Swales, 1990). I could recognize that my personal experience of the discrepancy between writing in L1 and L2 was derived from differences of writing conventions. Contrastive rhetoric (Connor, 1996) also described stereotypical Ll writing traditions in various countries including Korea. However, Connor's (1996) study has been criticized for oversimplifying and stereotyping writing styles in different countries. I also realized that my L1 writing in Korean had been oriented toward free-writing, such as keeping a personal journal, rather than academic writing, such as school assignments or research papers. Thus, for me the transition from L1 to L2 writing was not only about learning English but also about learning academic writing as a genre. Cummins (1981) argued that the concept of Common Underlying Proficiency (CUP) means that L1 and L2 proficiencies have shared transferable knowledge. DePalma and Ringer (2011) defined adaptive transfer as a "conscious or intuitive process of applying or reshaping learned writing knowledge in order to help students negotiate new and potentially unfamiliar writing situations" (p. 135).

Need of Positive Psychological Perspective in L2 Writing Research

Previous studies of L2 learners' psychological and mental health issues mainly address their anxieties associated with learning a new language and acculturating into a new environment

(Cheng, 2004; Cheng, Horwitz & Schallert, 1999; Sparks & Ganschow, 1991; Thompson & Lee, 2013, 2014; Tran, Baldauf, & Moni, 2013; Zhang & Goodson, 2011). These studies on the relationship between affective/emotional factors and second or foreign language learning usually represent L2 learners as struggling with anxiety issues, but I have observed and interviewed L2 scholars in the US and found that in most cases they actually thrive due to being equipped with expertise in their specific disciplines, prior knowledge, experience in both L1 and L2 environments, and personally developed strategies and skills for language learning and scholarly writing projects. Most of my pilot study participants were involved in no fewer than two projects that involved writing when I interviewed them. In the following discussion, I first review studies relating to negative psychological symptoms and mental health difficulties of L2 learners, including studies using the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986). I then look at research in which the Writing Apprehension Test (WAT) was used or discussed (Boice, 1990; Cheng, 2004; Daly & Miller, 1975; Gardner, Tremblay & Masgoret, 1997; Lin, Cheng, & Lin, 2014).

Negative affective attributes of foreign language anxiety (FLA). Horwitz, Horwitz, and Cope (1986) refer to foreign language anxiety (FLA) as "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). The FLA inventory items include 33 different foreign language learning situations to assess each L2 learner's anxiety levels (see Table 1.).

Table 1

FLCAS Items with Percentages of Students Selecting Each Alternative

Items (* Likert scale: SA A N D SD)
1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.

22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Note. SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

Both Thompson and Lee (2014) and Tran, Baldauf, and Moni (2013) used the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz, & Cope, 1986) with different ethnic groups of EFL learners. Thompson and Lee (2014) administered the FLCAS survey to 148 Koreans to investigate the relations between "language learning anxiety, experience abroad, and English proficiency." Their research questions were as follows: "(a) What is the relationship between experience abroad and the four anxiety factor scores from the FLCAS? (b) What is the relationship between English proficiency, experience abroad, and the four anxiety factor scores from the FLCAS? and (c) What is the relationship between the specific amount of time spent abroad and the four anxiety factor scores from the FLCAS?" Thompson and Lee (2013) administered the FLCAS survey to 123 Korean EFL college students in Korea to measure "the anxiety profiles of low-level multilingual (LLM) versus high-level multilingual (HLM) learners of English" (p. 736). Later, Thompson and Lee (2014) used factor analysis of the 33 FLCAS

items to propose a "4-factor model" comprising "(1) English class performance anxiety, (2) lack of self-confidence in English, (3) low confidence with native speakers of English, and (4) fear of ambiguity in English" (p. 254). Tran, Baldauf, and Moni (2013) also used the FLCAS survey with 419 Vietnamese university students and eight EFL non-native speakers of English teachers (NNSETs) in Vietnam. The purpose of this study was to investigate teachers' awareness of their students' FLA and how this awareness influenced their teaching. The researchers used questionnaires, interviews, and student autobiographies as quantitative and qualitative data.

Zhang and Goodson (2011) reviewed the current state of research on "predictors of psychological adjustment of undergraduate and graduate students in the US" by examining 64 studies published in 29 top-tier journals between 1990 and 2009. This review provides many methodological implications for the present study. More than half of the demographic composition of the reviewed research samples consisted of Asian students in both English speaking and Asian countries, and there was general consensus that English language proficiency and socializing in communities of practice were influential predictors of psychological and sociocultural adjustment in U.S. institutions. Zhang and Goodson (2011) identified the most common predictors as "stress, social support, English language proficiency, region/country of origin, length of residence in the United States, acculturation, social interaction with Americans, self-efficacy, gender, and personality to promote international students' health" (pp. 141-142).

Most of the studies that Zhang and Goodson reviewed used Furnham and Bochner's (1982) Social Situations Questionnaire (SSQ), which is one of three instruments they designed to measure foreign students' difficulties and culture shock in the UK, the other two being the Best Friends Check List (BFCL), and the Comparison Check List (CCL) (see Tables 2, 3, and 4). Furnham and Bochner recruited 400 foreign students in their English language schools as the

experimental group and 50 English students at Oxford Polytechnic as the control group. Both groups completed the three questionnaires, which the researchers used to analyze two hypotheses on culture shock among foreign students in the UK: "(1) The degree of difficulty experienced by sojourners in negotiating specific everyday social situations in English is related to differences between the sojourner's culture and British society; the greater the disparity the more severe the difficulties encountered;" and (2) "The social relations of foreign students in Britain follow a pattern similar to that found in Australia and the United States, namely that the student belongs to two networks, a co-national network, whose function is culture rehearsal, and an instrumental network consisting of bonds with "useful" host nationals" (pp. 175-176).

Table 2

Social Situations Questionnaire (SSQ) Items

Items
1. Making friends of your own age.
2. Shopping in a large supermarket.
3. Going on public transport (trains, buses, tubes).
4. Going to discotheques or dances.
5. Making British friends of your own age.
6. Making close friends from other countries of your own age.
7. Going to a small private party with English people.
8. Going out with somebody who you are sexually attracted to.
9. Being with a group of people of your age, but of the opposite sex.
10. Going into restaurant or cafés.
11. Going into a room full of people.
12. Being with older English people.

13. Meeting strangers and being introduced to new people.
14. Being with people that you don't know very well.
15. Approaching others – making the first move in starting up a friendship.
16. Making ordinary decisions (plans) affecting others (what to do in the evenings).
17. Getting to know people in depth (well, intimately).
18. Taking the initiative in keeping the conversation going.
19. People standing or sitting very close to you.
20. Talking about yourself and your feelings in a conversation.
21. Dealing with people staring at you.
22. Attending a formal dinner.
23. Complaining in public – dealing with unsatisfactory service at a shop where you think you have been cheated or misled.
24. Seeing a doctor.
25. Appearing in front of an audience (acting, giving a speech).
26. Being interviewed for something.
27. Being the leader (chairman) of a small group.
28. Dealing with people of higher status than you.
29. Reprimanding a subordinate – telling off someone below you for something that they have done wrong.
30. Going to a social occasion where there are many people of another national or cultural group to yourself.
31. Apologizing to a superior if you have done wrong.
32. Understanding jokes, humour and sarcasm.
33. Dealing with somebody who is cross and aggressive (abusive).
34. Buying special goods (medicines, books, electrical goods, etc.).

35. Using public and private toilet facilities.
36. Waiting in a Q [queue].
37. Getting very intimate with a person of the opposite sex.
38. Going into pubs.
39. Going to worship (church, temple, and mosque).
40. Talking about serious matters (politics, religion) to people of your own age.

Note. Subjects were guided to answer how much difficulty they experienced in each of 40-potentially stressful social situations since arriving in the UK (Furnham and Bochner, 1982).

Furnham and Bochner's (1982) Best Friends Check List (BFCL) asked 400 foreign language college students from 51 countries, "Who are your three best friends in England?; Could you please think of all the people whom you know in England, and from this group select the three persons who are your best friends?" To preserve the anonymity of the three best friends, the researchers asked their participants not to give their names but just describe them by using the categories provided in the table below.

Table 3

Best Friends Check List (BFCL)

	My Best Friends		
Characteristics of my best friends	1	2	3
Age			
Sex			
Nationality			
Occupation			
Lives Where? (College, Digs, Host Family)			

(Furnham and Bochner, 1982)

Individuals seem to prefer the company of different sorts of people for different kinds of activities. Below is a list of some typical everyday activities. What kind of person do you prefer to do these things with in England? Think of an actual person who would be most appropriate as a companion for each activity, and then describe that person using the categories in the table.

Table 4

Companion Check List (CCL)

	Descriptive characteristics of preferred companion			
Activity/situation	Age	Sex	Nationality	Occupation
1. Seek help for an academic problem				
2. Go to a disco or party				
3. Visit a doctor				
4. Seek help for a language problem				
5. Go to the movies (films)				
6. Go out with a person of the opposite sex				
7. Seek help for a personal problem				
8. Go into a pub				
9. Shopping				
10. Sightseeing				
11. Attend a place of worship				

(Furnham and Bochner, 1982)

Furnham and Bochner's (1982) insight into the need to provide cultural learning for international students informed their procedure for developing the psychological survey tools. The researchers divided an experimental group of 150 international students, who were selected from a pool of 400 as "satisfying the inclusion criteria" (p. 176), into three groups according to

their regional origins, Northern Europe, Southern Europe, and the East, the last including Koreans, and recommended using the regional and geographic origins of sojourners as a barometer of cultural distance.

However, while I was considering the use of the SSQ as one of my data collecting instruments, two questions occurred to me. First, while reading Zhang and Goodson's (2011) review, I noticed the SSQ was most widely used in studies examining psychosocial adjustment of international post-secondary level students in the US. And I looked up the original research of the SSQ development and found some problematic items, such as "4. Going to discotheques or dances," "8. Going out with somebody whom you are sexually attracted to," and "37. Getting very intimate with a person of the opposite sex." These seemed unrelated to their study goals and might even represent intrusion into privacy or discrimination against certain potential group of this study participants, suggesting that the questions needed to be removed or revised.

The authors' second research question concerned whether the social experiences of international students in the UK were similar to those in Australia and the US, for which they referred to several earlier studies done in the US, including Deutsch and Won's (1963) and Selltiz, Christ, Havel, and Cook's (1963) studies of factors in the adjustment of foreign nationals; Lysgaard's (1955) study of Norwegian Fulbright grantees; Scott's study (1956) of Swedish students' experience in the US; and Sewell and Davidsen's (1961) and Sewell, Morris, and Davidsen's (1954) studies of Scandinavian students' images of the US. As one issue, Zhang and Goodson's (2011) review reveals that the SSQ, which was developed in the UK, was applied in the US context without considering the differences between the two cultures. Even though Furnham and Bochner (1982) acknowledged previous studies regarding the factors of

acculturation and adaptation of foreign nationals in the US, the survey items cannot be used uncritically with different subjects in different contexts.

As described in the research method section of this paper, I intend to collect survey data in the US by using an online survey, including demographic data, English language learning experiences, and possibly the SSQ. However I am still uncertain as to whether the SSQ is the right instrument to be included in the background survey packet.

In summary, previous studies show that difficulties experienced by international students in NABA countries have significant negative relation to their degree of acculturation to the host cultures and affirm the importance of English proficiency as one of the predictors of successful psychosocial and academic adjustments. In the following section, studies of the relationship between performance and anxiety in L2 writing for academic purposes will be reviewed. The last part of the literature review will address positive psychology (Seligman 2002), in particular Strength-Centered Therapy (Wong, 2006), flow theory (Nakamura & Csíkszentmihályi, 2002) and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009).

The Writing Apprehension Test (WAT). Research has demonstrated that language learning anxiety has significant negative correlation with second language learning performance, focusing particularly on oral performance. Among studies of L2 writing anxiety using the Writing Apprehension Test (WAT), I found that most describe L2 learners as struggling due to lack of language aptitude as well as suffering emotional dysfunctions, such as anxiety. With regard to studies using the WAT, I will focus on a small but insightfully valuable sub-set of items that are positively keyed to explore the possibility of their use with modification in the development of the Translingual Graduate Writers' Inventory of Strengths (TGWIS).

Gardner, Tremblay and Masgoret (1997) summarized the research evidence to date on the relation between individual differences (ID) measures (Skehan, 1991) and second language acquisition (SLA) studies in eight strands: "(1) language attitudes, (2) motivation, (3) anxiety, (4) self-confidence, (5) language aptitude, (6) learning strategies, (7) field independence, and (8) measures of achievement" (pp. 344-347). Referring to language anxiety studies, Gardner (1985) and Gardner, Tremblay, & Masgoret (1997) highlighted Scovel's (1978) two types of anxiety: positive anxiety, which facilitates language learning by gearing the learner up "emotionally for approach behavior," and negative anxiety, which is "debilitating" and makes the learner "flee the new learning task" (ibid, 1985, p. 33; ibid, 1997, p. 344). Gardner, Tremblay and Masgoret's (1997) notion of 34 Janus-faced variables in the affective domain opened the possibility for me to design a second language writing inventory representing a positively keyed psychological perspective on graduate students' attitudes toward and motivations for academic writing (see Table 5).

Table 5

Attitude/Motivation Test Battery Positively Keyed Items

Variables	Items
1. Attitudes toward French Canadians	3. If Canada should lose the French culture of Quebec, it would indeed be a great loss.
	14. Most French Canadians are so friendly and easy to get along with that Canada is fortunate to have them.
	25. French Canadians are a very sociable, warm-hearted and creative people.
	32. I would like to know more French Canadians.
	91. The more I get to know French Canadians, the more I want to be fluent in their language.

2. Attitudes toward learning French	21. French is really great. 24. I really enjoy learning French. 27. I love learning French. 43. I plan to learn as much French as possible. 81. Because of Canada's position on bilingualism, I think that all Canadian schools should teach French.
3. Desire to learn French	26. I wish I had begun studying French at an early age. 31. If it were up to me, I would spend all of my time learning French. 37. I want to learn French so well that it will become second nature to me. 41. I would like to learn as much French as possible. 66. I wish I were fluent in French.
4. French class anxiety	44. I don't usually get anxious when I have to respond to a question in my French class. 47. I feel confident when asked to participate in my French class. 51. I do not get anxious when I am asked for information in my French class. 85. I don't understand why other students feel nervous about using French in class. 96. Students who claim they get nervous in French class are just making excuses.
5. French use anxiety	2. When called upon to use my French, I feel very much at ease. 15. It doesn't bother me at all to speak French. 28. I would feel quite relaxed if I had to ask street directions in French. 73. I would feel comfortable speaking French in an informal gathering where both English and French speaking persons were present. 80. I would feel calm and sure of myself if I had to order a meal in French.
6. Interest in foreign languages	4. I would really like to learn many foreign languages. 8. I wish I could speak another language perfectly. 10. I often wish I could read newspapers and magazines in another language. 82. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English. 98. I enjoy meeting and listening to people to who speak other languages

7. Instrumental orientation	1. Studying French is important because it will make me appear more cultured. 65. Studying French is important because it will give me an edge in competing with others. 69. Studying French can be important to me because I think it will someday be useful in getting a good job. 77. Studying French is important for me because it will increase my ability to influence others.
8. Integrative orientation	39. Studying French can be important for me because it will allow me to meet and converse with more and varied people. 52. Studying French is important because it will allow me to participate more freely in the activities of French Canadians. 67. Studying French is important because it will allow me to gain good friends more easily among French Canadians. 97. Studying French is important because it will enable me to better understand French Canadian life and culture.
9. Motivational intensity	7. I make a point of trying to understand all the French I see and hear. 30. I keep up to date with French by working on it almost every day. 61. When I have a problem understanding something we are learning in my French class, I always ask the instructor for help. 78. I really work hard to learn French. 86. When I am studying French, I ignore distractions and stick to the job at hand.
10. Self-confidence (SCC) - New items only	38. I'm sure I could speak French well in almost any circumstances. 34. When the French language is spoken to me, I feel I can understand practically everything. 84. I feel comfortable conducting myself in French almost any time and any place. 95. I believe that I can competently read and understand most books and articles written in French.
11. Self-confidence (ability controlled) (SCAC)	5. I may not be completely fluent in French, but I feel confident speaking it. 17. Despite the fact that I may not be completely proficient in French, I am self-assured conducting myself in French. 54. Even when I make mistakes speaking French, I still feel sure of myself while trying to communicate. 68. I am confident when having conversations with French-speaking people despite any errors I may make.

	76. Regardless of how much French I know, I feel confident about using it. 88. I feel confident using French regardless of my ability.
12. Self-confidence (given ability (SCGA)	9. I am more confident in my ability to speak French than others who know as much French as I do. 58. I'm as self-assured conducting myself in French as anybody else who knows as much French as I do. 62. I am as confident using French as other people who know as much French as I do.

Note. Gardner, Tremblay and Masgoret's (1997) Attitude/Motivation Test Battery Negatively keyed items are not selected in this study intentionally.

In his book, *Professors as writers: A self-help guide to productive writing*, Boice (1990) included the Blocking Questionnaire (BQ), an instrument for assessing writing problems with these components: "(a) Checklist for Overt Signs of Blocking (COSB), (b) Checklist of Cognition/Emotions in Blocking (CCB), and (c) Survey of Social Skills in Writing (SSSW)" (pp. 133-153). With these surveys Boice intended to first raise awareness of writing resistance before making such recommendations as setting aside short periods for writing sessions. Besides providing useful diagnostic instruments, Boice identified seven specific components of writer's block: (1) work apprehension, (2) procrastination, (3) writing apprehension, (4) dysphoria, (5) impatience, (6) perfectionism, and (7) rules, and drew pedagogical implications, such as implementing workshops customized to particular survey results.

Cheng (2004) developed the Second Language Writing Anxiety Inventory (SLWAI) with a sample of 421 EFL Taiwanese college students in Taiwan (see Table 6). The SLWAI incorporates Gardner's (1985) French Class Anxiety Scale and French Use Anxiety Scale, Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale, and the Daly–Miller Writing Apprehension Test (WAT; Daly & Miller, 1975). As cited by McKain (1991), Cheng (2004) noted that The Daly–Miller Writing Apprehension Test was "the most

commonly used measurement instrument of second language writing anxiety" (p. 22), as others have also observed (e.g., Cheng et al., 1999, Hadaway, 1987 and Lee, 2001; Masny & Foxall, 1992; Wu, 1992). Following Cheng's (2004) notion of measuring L2 writers' self-esteem, I located Daly and Miller's complete 26-item writing apprehension measure, which included writing self-esteem, and identified those positively keyed items to be considered in developing the inventory for this study (see Table 7).

Table 6

Second Language Writing Anxiety Inventory (SLWAI) Items

Items
1. *While writing in English, I'm not nervous at all*. (R)
2. *I feel my heart pounding when I write English compositions under time constraint*.
3. *While writing English compositions, I feel worried and uneasy if I know they will be evaluated*.
4. *I often choose to write down my thoughts in English*. (R)
5. While writing in English, I often worry that I would use expressions and sentence patterns improperly.
6. *I usually do my best to avoid writing English compositions*.
7. *My mind often goes blank when I start to work on an English composition*.
8. *I don't worry that my English compositions are a lot worse than others'*. (R)
9. *I tremble or perspire when I write English compositions under time pressure*.
10. *If my English composition is to be evaluated, I would worry about getting a very poor grade*.
11. When I write in English, my ideas and words usually flow smoothly. (R)

12. *I do my best to avoid situations in which I have to write in English*.
13. *My thoughts become jumbled when I write English compositions under time constraint.*
14. *Unless I have no choice, I would not use English to write compositions*.
15. *I often feel panic when I write English compositions under time constraint*.
16. While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing.
17. *I'm afraid that the other students would deride my English composition if they read it.*
18. *I freeze up when unexpectedly asked to write English compositions*.
19. *I would do my best to excuse myself if asked to write English composition*.
20. When I write in English, my mind is usually very clear. (R)
21. *I don't worry at all about what other people would think of my English compositions*. (R)
22. *I usually seek every possible chance to write English compositions outside of class.* (R)
23. *I usually feel my whole body rigid and tense when I write English compositions.*
24. *I'm afraid of my English composition being chose as a sample for discussion in class.*
25. I usually feel comfortable and at ease when writing in English. (R)
26. *I'm not afraid at all that my English compositions would be rated as very poor*. (R)
27. *Whenever possible, I would use English to write compositions.* (R)

Note. Items with an R in the parentheses are those that require reverse scoring. Items in italics are those retained in the final version of the scale (Cheng, 2004).

Table 7

Apprehension and Writing-Specific Self-Esteem Items

Items
1. Evaluation (good-bad; effective-ineffective; worthwhile-worthless)
2. Organization (organized-disorganized; orderly-disorderly; structured-unstructured)
3. Tempo (reads well-reads poorly; free flowing-choppy; graceful-clumsy)
4. Accuracy (factual-opinionated; accurate-inaccurate; true-false)
5. Competence (knowledgeable-not knowledgeable; intelligent-unintelligent; expert-inexpert)
6. Meaningfulness (meaningful-meaningless; purposeful-pointless; important-unimportant)
7. Timeliness (timely-obsolete; relevant-irrelevant)
8. Interest (varied-monotonous; interesting-boring; engaging-dull)
9. Readability (readable-unreadable; neat-sloppy; legible-illegible)
10. Clarity (cluttered-uncluttered; concise- wordy; repetitious-not repetitious)
11. Mechanics (good spelling-bad spelling; grammatical-ungrammatical; good word choice-bad word choice)
12. Support (evidenced-unevidenced; supported-unsupported; logical- illogical)
13. Honesty (honest-dishonest; trustworthy-untrustworthy)
14. Forcefulness (forceful-not forceful; bold-timid; strong-weak)

(The Daly–Miller Writing Apprehension Test, 1975)

In discussing their study using the Research Article Writing Motivation Inventory (RAWMI), Lin, Cheng, and Lin (2014) emphasized the importance of attending to the writing

norms of specific disciplinary communities (see Table 8). Two groups of Taiwanese EFL graduate students studying business and education were recruited. The experimental group consisted of 255 (122 female, 133 male) doctoral students in business and the control group 185 (131 female, 54 male) graduate students in applied linguistics, including 151 master's and 34 doctoral students. The RAWMI tests five sub-components of student's task success expectation and subjective values with regard to English L2 research article writing: "ability self-concept, interest value, utility value, cost, and connectedness value" (p. 390). Ability self-concept refers to perceived ability to accomplish such writing, interest value to degree of enjoyment experienced while doing it, and utility value to the perceived usefulness of English L2 research article writing for achieving academic or career goals. Cost refers to perceived effort required to succeed in research article writing in English. Connectedness is a subjective value related to gaining social connections within disciplinary communities through writing English research articles.

Table 8

Research Article Writing Motivation Inventory (RAWMI) Items

Variables	Items
1. Interest value	1. I find English research article writing very interesting. 2. Writing research articles in English is exciting to me. 3. I am fascinated by writing research articles in English. 4. I enjoy writing research articles in English. 5. Writing research articles in English appeals to me.
2. Utility value	6. Having the ability to write English research articles will be beneficial to me. 7. Writing research articles in English will be useful for me later in life.

	8. Skills of English research article writing are valuable because they will help me in the future. 9. Being good at writing research articles in English will be important when I look for a job or pursue further studies. 10. I see a point in being able to write research articles in English.
3. Cost	11. I have to give up a lot to do well in writing research articles in English. 12. Success in writing English research articles requires that I give up other activities I enjoy. 13. Writing English research articles brings me tremendous stress. 14. Writing research articles in English takes excessive effort for me to succeed. 15. Writing research articles in English causes me a lot of anxiety.
4. Connectedness value	16. Being good at writing English research articles is important to me because it will allow me to be more at ease with our academic discourse members who can read and write English research articles. 17. Being good at writing English research articles is important to me because it will allow me to connect with varied discourse members in my field. 18. Being good at writing English research articles is important to me because it will enable me to demonstrate my familiarity with the disciplinary culture in my field. 19. Being good at writing English research articles is important to me because it will increase my chances of participating in the activities of my disciplinary communities (e.g., presentation in conferences, publication in conference proceedings or journal papers). 20. Being good at writing English research articles is important to me because it will allow me to gain a social prestige in my disciplinary community.
5. Ability self-concept	21. I can learn everything about writing English research articles. 22. I can successfully complete writing English research articles, if I don't give up.

	23. I am good at writing English research articles. 24. Writing English research articles is one of my strengths. 25. I can solve the most difficult problems in writing English research articles.

(Lin, Cheng, & Lin, 2014)

In summary, the studies utilizing WAT reviewed above mainly focused on the negative aspects of L2 writing for academic purposes, while some positive dimensions were included. In the last part of this literature review, Positive Psychology (Seligman 2002) will be addressed, particularly Strength-Centered therapy (Wong, 2006) and Flow theory (Nakamura & Csikszentmihalyi, 2002).

In explaining the notion of the "embodied self" of multilinguals, Kramsch (2009) pointed out that Damasio (2006) considers both the physiological basis of mind and the importance of acknowledging affective factors in the process of conscious and/or subconscious reasoning processes. As Keyes (2007) succinctly put it, the goal of translingual academic writers is "not only to survive but to thrive" (p. 98). A positive psychologist, Keyes quoted the World Health Organization's (2004) definition of mental health as "not merely the absence of mental illness but the presence of a state of well-being in which the individual realizes his or her own abilities and can cope with the normal stressors of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (p. 12). Based on this conceptualization of mental health, in the following section of this literature review, I will present the factors constituting the concept of flourishing life from the perspectives of positive psychology, which will be used as one of the theoretical frameworks of this study. It is especially important to consider the affective factors impacting Asian translinguals' academic writing because of specifically Asian cultural values that encourage suppression of emotions with the goal of

preserving harmony in the group (Chiang, 2012; B.O. Lee, 2013; Murata, Moser, & Kitayama, 2013). As Lee observed, “This cultural complexity may result in value conflict whereby some Asians may become emotionally ambivalent when their expressive styles clash with different sociocultural norms” (p. 171). Murata et al. compared Asian with European American subjects and found that Asians are “culturally trained to down-regulate emotional processing when required to suppress emotion” (p. 595), an internalized tendency which actually alters the neurological connections in their brains.

Among diverse positive psychology theories, Wong’s (2006) Strength-Centered Therapy and Nakamura & Csíkszentmihályi’s (2002) notion of flow provide concepts useful for designing the TGWIS survey items. These positive psychology theories will be also employed in an intervention workshop on encouragement for international graduate students in future studies. Key ideas from positive psychology will also guide interview session(s) with a focus group selected from the TGWIS survey participants in future directions of this study.

Theoretical Frameworks

In the last section of this literature review, I will review three theoretical frameworks of this study: translingualism, embodied self, and positive psychological perspectives. First, I discuss Canagarajah’s (2013) “translingualism,” focusing particularly on negotiation strategies, and Kramsch’s (2009) position on L2 learners’ English learning anxiety as a “state” but not as a “trait” (Spielberger, 2010), especially in their early days in the new academic and social environment in the US. What Canagarajah (2013) terms the “translingual identity and practice” of international graduate students, the focal subjects of this study, will be considered as positive resources in their development as academic writers in English. Viewing their L1 strengths as resources may empower international graduate students to face the adjustment phase during

which they change their identity to include being L2 writers as "embodied selves", which refers to acknowledging their psychological, physical, and affective characteristics not as separate dimensions but as an integrated wholeness (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009; Nakamura & Csíkszentmihályi, 2009; Kramsch, 2009; Wong, 2006). The importance of these three perspectives for L2 writers will be addressed in the process of designing the TGWIS survey items.

Translingualism. Bazerman (2013) has observed that as English has become the worldwide medium of academic communication, the need to provide proper "support for advanced academic writing and to find institutional space for it to happen," particularly at graduate and/or post-graduate levels, has become critical (Canagarajah, 2013b, p. 18). Given the ethnic and linguistic diversity of scholars along with their desire to actively participate in the international conversations in specific communities of study and to contribute to their fields, academic publishing in English as a translingual and transcultural practice needs to be addressed. And as more and more diverse scholars from difference backgrounds participate in academic publishing, Canagarajah argues, more diverse forms of research on these translingual scholars' writing will evolve, such as "research on writing, writing processes, how people develop as writers, how education can support writing development, and other related issues" (p. 20).

Canagarajah (2013a) has intentionally rejected "dichotomies such as native/non-native, learner/user, and interlanguage/target language to elevate the competence of the 'owners' of a language and denigrate those of others" and instead argued for "label[ing] both native and non-native groups as 'translinguals' and translingual practice as their competence of language use through code-meshing and/or code-switching strategies to better promote meaning-making with their luxuriant multi-language competencies in their language products" (p. 15). As I mentioned

above, my position regarding translinguals shares values with Canagarajah's, such as appreciation of translinguals' mobile identities and different kinds of language capabilities. Based on Pratt's (1991) concept of contact zones, Canagarajah defines the location(s) of intercultural social interactions as "social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today" (p. 34). Also Canagarajah addressed the gap in research on communities of practice (Wenger, 1998) by suggesting inclusion of "subjective factors such as members' attitudes, values, and ideologies in the conduct of their practices" (p. 31). For this reason, I focus on the subjectivity and inter-subjectivity of graduate level translingual writers as embodied selves (Kramsch, 2009). Kramsch's concept of embodied self will be reviewed after I have provided a more detailed theoretical framework and data analysis tool based on Canagarajah's (2013a) "four translingual negotiation strategies" (p. 79), envoicing, recontextualization, interactional, and entextualization as follow (see Figure 1):

> Envoicing strategies shape the extent and nature of hybridity, encoding identity and locations in the text and talk with alignment with their own identity or toward an audience. Recontextualization strategies frame the text/talk and alter the footing to prepare the ground for appropriate negotiation. "Footing" refers to choices of discourses according to different subjective positions, and "reframing" to adjusting discourse and content according to expectations in specific situations, such as at a hospital. Interactional strategies are adopted to negotiate and manage the meaning-making activity of co-constructing and aligning meaning. Entextualization strategies configure codes in the temporal and spatial dimensions

of the text/talk to facilitate and respond to these negotiations by using rhetorical and lexical choice strategies (Canagarajah, 2013a, p. 79)

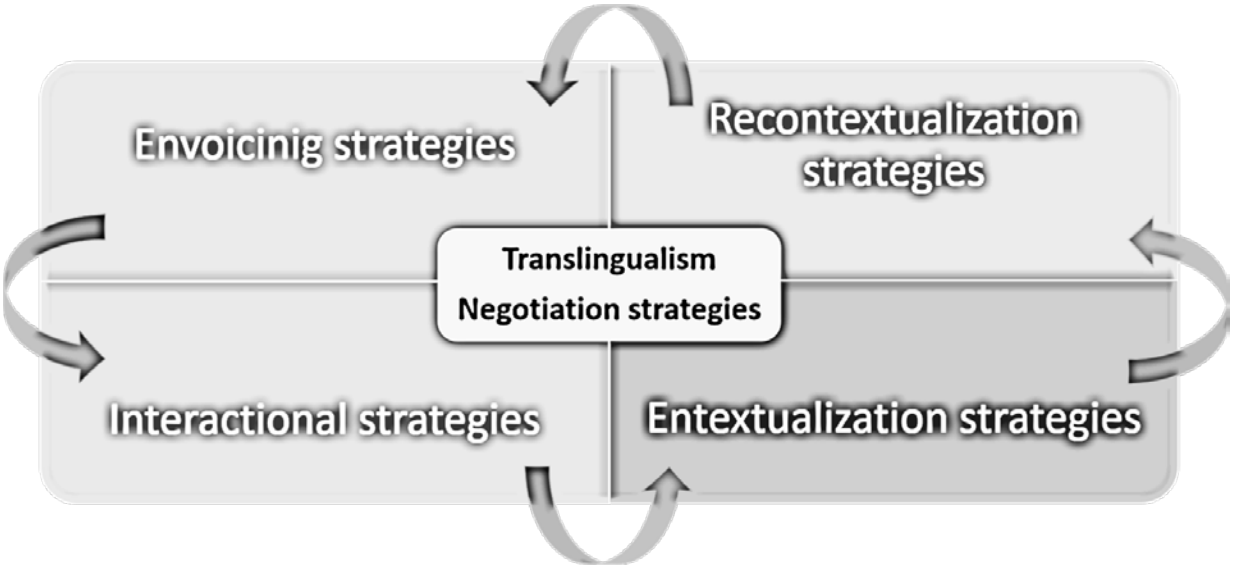


Figure 1. Four Translingual Negotiation Strategies (Canagarajah, 2013a, p. 79)

These four translingual negotiation strategies constitute the analytical framework for the qualitative data to develop survey items about using translingual resources in graduate academic writing in English, including interviews and audio-recorded conversations during the translingual participants' writing and/or editing processes.

Embodied self. Kramsch (2009) redefined L2 learners by employing the notions of "self and identity to refer to the way such language users see themselves and become aware of the subjective dimensions of language learning" (p. 16). Kramsch proposed three concepts to identify the cognitive, affective, and ecological perspectives of L2 learners: "subjectivity, intersubjectivity, and subjective position" (pp. 16-22). Following is a discussion of how Kramsch defined each term.

First, to explain subjectivity, Kramsch described "multilinguals" (similar to Canagarajah's notion of "translinguals") as follows:

> [Multilinguals are] people who use more than one language in everyday life, whether they are learning a foreign or second language in school, or speaking two or more languages in daily transactions, or writing and publishing in a language that is not the one they grew up with. In most cases, they will have acquired one or several languages as a child, and learned the others in various formal or informal settings. They might not know all these language equally well, nor speak them equally fluently in all circumstances, and there are some they used to know but have largely forgotten….[This category also includes those] who are able to understand a family language but can't really speak it, those who were forbidden to speak the language of the home and whose only language is now the language of the school, and those who used to speak a language but, because of past painful experiences, now refuse to do so (Kramsch, 2009, p. 17)

Second, she adopted the notion of intersubjectivity from studies employing discourse analysis, ethnomethodology, and post-structuralist feminist linguistics to reflect the ecological and social positions of multilingual subjects in multiple cultural contexts (p. 19). Third, Kramsch explained the subject position as "refer[ing] to the way in which the subject presents and represents itself discursively, psychologically, socially, and culturally through the use of symbolic systems of semiotic resources available for them" (p. 20).

Based on Damasio's (2006) argument in *Descartes' error*, Kramsch (2009) defined the concept of the "embodied self" as "a deep coordination of body and mind, self and other, [which reflects] appreciating the relationality or synchronicity of the multilingual subject as the organism feels in sync with itself, its language, its environment and others" (p. 74). The embodied self is used as one of the conceptual frameworks of this study.

Positive psychology. As I continue to reflect on my personal experience of learning academic literacy in English, I have found that knowledge of this genre, academic writing in English, is not naturally acquired but must be learned, and that, moreover, there may be conflicts between my first language writing habits and the conventions of English academic writing. I have also realized that I need to reflect further on how my own experience as an L2 writer is related to the concepts of translingualism and positive psychology.

The differences I have observed between L1 and L2 writing concern not only writing style but also ways of expressing myself; for example, in L1 writing, I withhold my opinion to show humility and deference to others, allowing readers to form their own opinions first while reading my writing, whereas English academic writing requires a clear statement of position up front. For that reason I have had difficulty expressing my own voice in English academic writing. Another reason is my lack of self-confidence in my ideas and writing as an L2 graduate student writer, which spreads through my mind and heart like wildfire, fed by my self-monitoring along with self-reproach as I keep finding mistakes and errors in my own writing. I also keep finding myself stuck while facing the blank page of a Word document and procrastinating as long as possible by pushing assignments to the very last minute. Also my native environment and the way I was raised taught me to put pressure on myself to the point of blaming myself for not being able to write perfectly from the beginning to the end. The problem of perfectionism causes more difficulty when the inner voice of self-blame is turned on (B. O. Lee, 2013; Murata, Moser, & Kitayama, 2013; Yoon & Lau, 2008). I found that being stuck for a long time was called writers' block. As I was going through this miserable time of being stuck, I began to wonder how successful non-native English speaking scholars could not only survive but also thrive in their fields and became successful writers in academia. I kept questioning Korean professors who

were teaching and conducting research in U.S. research-oriented universities whenever I had a chance to talk with them. And from these casual talks over several years, I realized that their success was not something that happened overnight but resulted from constant and persistent efforts to improve their expertise in their own fields along with refining their writing by all means available to them. Also I found two features that these excellent ESL scholars had in common: (1) they mentioned their experience with their professors during their graduate school years and how they had been supported to become independent scholars and now collaborators with their mentors from their graduate or professional programs; and (2) they not only excelled in pursuing research topics related to their own national and ethnic groups, but also they dedicated their careers to promoting the lives and contributing to the well-being of all people throughout the world, and in this way they practiced their love for humanity. The more I talked with graduate students and scholars in diverse disciplines about their academic writing experiences, the more I observed their strengths, and this idea led me to pursue a study based on positive psychology and strength-based research.

To understand and help people, positive psychology begins with the question, "What is right about people?" rather than emphasizing mental problems and pathologies (Lopez, Pedrotti & Snyder, 2015; Rath, 2007). Positive psychologists suggest three "basic positive psychology pillars" as the pleasant life, the good life, and the meaningful life by identifying the unique strengths of people and helping them find "flow" to support and develop their talents into strengths to contribute to the good of society (Murray, 2003; Seligman, 1998, 2002; Seligman & Csikszentmihalyi, 2000). Two fundamental concepts of positive psychology will be used as theoretical frameworks of this study: Wong's (2006a) "Strength-Centered Therapy" model and Nakamura and Csíkszentmihályi's (2009) "Flow theory".

First, Wong (2006a) developed the Strength-Centered Therapy (ST) model from the positive psychology and the moderate social constructionist perspectives. ST therapists ask their clients to rephrase their mental issues in terms of character strengths they seek to realize while considering their clients' sociocultural context where their client is ensconced and the resources the clients can employ. Wong (2006a) explains ST as a method in which the individual develops desired character strengths through a four-phase process of "explicitizing, envisioning, empowering, and evolving" (p. 139). Applied to schooling, positive psychology values individual students' talents and strengths based on "respect and care for various points of view and backgrounds" (Lopez, Pedrotti & Snyder, 2015, p. 418). ST practitioners also cultivate awareness of and sensitivity to cultural diversity and value their clients' uniqueness as strengths and resources (Wong, 2006a).

Second, Nakamura and Csíkszentmihályi's (2009) "Flow theory" is another positive psychological perspective used in this study. "Flow" is a metaphorical concept referring to the a state in which one's skills and challenges are so well matched that one is seamlessly integrated in one's task and feels the natural momentum of being "fully involved in the present moment" (Nakamura & Csíkszentmihályi, 2009, p. 196). The researchers used the term "autotelic personality" (p. 197) to describe people generally inclined to achieve this match and approach tasks with intrinsic motivation and the orientation to become fully immersed in completing the task with creativity and passion . However, if the two variables of challenges and skills do not meet in the optimal state, the result might be boredom or anxiety. I am interested in learning how translingual graduate students might achieve the flow state while writing for academic purposes by understanding the challenges in their graduate programs and developing their academic writing skills to meet the challenges while overcoming the boredom and/or anxiety they might experience as they work toward this goal. I conjecture that the ability to reach and sustain the

flow state is necessary for novice scholars to continue to meet the challenges and reap the rewards of contributing to their academic field of study and to society.

Seligman also suggested the three basic positive psychology pillars of a full life are for it to be "pleasant," "good," and "meaningful" (Murray, 2003). A pleasant life involves the state of being conscious of one's emotions and managing them to promote one's well-being. A good life involves the process of identifying one's abilities and developing them into skills and strengths, especially those in which one has special talents. A meaningful life is achieved when one has found the right path to use one's strengths and skills for the greater good of society. To live a flourishing life with authentic happiness and to maximize one's performance and ability, these three factors should be active and mutually reinforcing, so one can "find flow in work, love, and play" (Murray, 2003; Seligman, 1998).

Using the principles of economics as metaphors, Lopez, Pedrotti & Snyder (2015) summarized Luthans' research on successful entrepreneurship (Luthans & Youssef, 2004; Luthans et al., 2004) on the progression of perspective on the sources of capital from traditional economic capital ("What do you have?"), human capital ("What do you know?"), and social capital ("Who do you know?") to a fourth source, positive psychological capital ("Who are you?") (p. 436). To develop the fourth source of positive psychological capital, four positive psychology variables are important: "self-efficacy/confidence" (Bandura, 1997), "hope" (Snyder, 2002), "optimism" (Seligman, 2002), and "resiliency" (Mansten, 2001). The ST model and flow theory will provide theoretical frameworks for the process of developing the items of the TGWIS survey.

Growth mindset. Lopez, Pedrotti & Snyder (2015) emphasize that positive schooling is based on "care, trust, and respect for diversity" (p. 415). Educators with a positive psychological

perspective validate each student's different needs and set teaching goals and design lessons to meet these individual needs and motivate all students to strive to develop talents into strengths. This concept of positive schooling is closely related to Gardner's (2011) multiple intelligence (MI) theory in the area of human development and neuropsychology which acknowledges a wide spectrum of ways in which human intelligence is manifested.

Dweck (2000) also promotes the view of intelligence not as an unchangeable attribute but as a dynamic capacity for growth and change if one is motivated to persist in ongoing striving for transformation. Those with fixed mindsets may be easily discouraged by failure and put limitations on the extent to which they can succeed by adhering to a crippling perfectionism that makes success seem impossible. Dweck's (2000) study of self-theories indicates that "holding an incremental theory" (p. 140) of potential change enables teacher and students to set customized and specific goals under reciprocal agreement by which the teacher may lead the students to "stretch goals and seek a slightly more difficult learning goal" (Lopez, Pedrotti & Snyder, 2015, p. 418).

Employing the notion of "growth mindset" to emphasize the importance of students' self-theories, Dweck (2000, 2006, 2008, 2010; Dweck & Master, 2009) described the learner's intelligence as a changeable state, not a permanent trait (Spielberger, 2010; Waninge, Dörnyei & De Bot, 2014). Dweck and Master (2009) argue that students' beliefs about the nature of intelligence affect their goals, the extent of their efforts, the way they understand their failures, and the degree of their resiliency.

In summary, based on prior studies involving genre analysis, L1 to L2 transfer, contrastive rhetoric, adaptive transfer, translingualism, the embodied self, and positive psychology theories, this study will be a quantitative study of international graduate students'

processes of developing academic writing in English with the goal of expanding the scope of the current literature to encompass the theoretical constructs employed here and further elucidate the necessary and sufficient conditions for international graduate students to be successful as translingual academic writers.

Conclusion

DiPardo's (1992) notion of "nested contexts" of academic writing programs was developed through an ethnographic study of Latina and Black male students to help campus administrators address the seemingly paradoxical issues of teaching standard written English (SWE) while validating cultural diversity to promote equity policies. The researcher recommended nesting linguistic and cultural contexts within the extended learning environment rather than shuttling between the two perspectives of, on the one hand, seeing L2 writers' differences as inappropriate and interfering "stumbling blocks" (Loridas, 1988; Norton, 1987; Robinson, 1988), and, on the other hand, validating the L2 writers' L1 and cultural resources. This approach would include scaffolding L2 writers with specific strategies and techniques (Cummins, 1981; Thonis, 1984).

While previous studies on L1 and L2 academic writing focused on the form and product, process, genre, CoP, and, in the case of L2 writers, corrective feedback from the negative perspective of L1 as interference (Bhela, 1999; Biskup, 1992; Friedlander, 1990), this study will consider international graduate students' L1 as a strength and resource for their development as L2 writers. The social, psychological, affective, and emotional dimensions of international graduate students' academic writing will be reflected in the survey items of TGWIS by adapting three previous surveys from Gardner, Tremblay and Masgoret (1997), Lin, Cheng and Lin (2014), and Daly and Miller (1975). However, because graduate level writing requires more

professional experience and expertise as well as special writing forms compared to undergraduate academic writing (Cox, 2010), other important constructs of good academic writing for international graduate writers, such as cognitive (or strategic), social, and situational factors, will be included in the TGWIS survey. The research design of this study will be addressed in the following section.

Chapter 3. Research Design

Both Canagarajah (2013) and Kramsch (2009) redefined the concept of language users, which had been dichotomized as native and non-native. While Canagarajah emphasized the "ownership" of translinguals, Kramsch stressed the subjective aspects of language learning by actively including subjective and affective factors within the learner as well as in social interactions in the larger community.

Reflecting on Wenger's (1998) concept of Community of Practice (CoP), Canagarajah (2013a) identified a research gap in the omission of "subjective factors such as members' attitudes, values, and ideologies in the conduct of their practices" (p. 31). Kramsch (2009) also addressed lack of research attention to the subjectivity, inter-subjectivity, and embodied self of multilinguals. Accordingly, graduate level translingual writers as embodied selves will be the main conceptual focus of this study. Also Canagarajah's four translingual negotiation strategies, articulated as "envoicing, recontextualization, interaction, and entextualization" (Canagarajah, 2013, p. 76), will be employed as a framework of this study.

Based on these frameworks, the L2 writer is referred to by such terms as translingual subject and the embodied self. This quantitative study focuses specifically on international graduate students' processes of learning academic writing in English from the perspectives of translingualism and the embodied self in academic writing research. However, I would like to clarify here that, while this study is oriented towards psychosocial aspects of international graduate students' academic writing in English entailing a survey and follow-up interviews, I acknowledge that the scope of necessary and sufficient conditions to be successful as a translingual academic writer cannot be defined only by particular perspectives.

Previous studies on English language learning strategies (LLS), especially from the late 1980s to early 2000s, established how successful language learners employ direct and indirect LLSs, which they categorized as cognitive, metacognitive, and socio/affective strategies (Rubin, 1975, 1987; Wenden, 1987; Chamot, 1987, 2004; Chamot & O'malley, 1987; A.D. Cohen, 1996, 1998, 2014; Gu, 2003; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Cohen, 1992; Oxford & ERIC Clearinghouse on language and linguistics, 1994; Weinstein & Mayer, 1986; Weinstein & Palmer, 2002). The present study addresses the important elements of LLSs identified in prior studies, such as learning styles, language learner's awareness of LLSs, and application of LLSs, especially in light of the societal, cultural and educational context in which international graduate students in the U.S. universities learn English (Lee & Oxford, 2008). Some studies have adapted the Strategy Inventory for Language Learning (SILL, Oxford, 1989) to various ESL and EFL environments including different countries and to differences among learners including age, English proficiency, gender, major, educational-level, SES, English learning self-image, importance of English, and strategy awareness (Chamot, 1998; A. D. Cohen, 1996, 1998, 2014; NCLRC, 1996; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Cohen, 1992). It appears that one limitation of the previous studies of LLSs is that they excluded draft writing and affective and social factors in the graduate level writing context. Because a large population of international graduate students pursue their master's or doctoral studies in English speaking countries, especially in the US, LLSs for academic writing should be significantly related to their success in both their graduate studies and their efforts to publish in academic journals. Also this study may be beneficial for those teaching international graduate students by helping them acknowledge these students' educational and cultural characteristics and suggesting

how they can provide support for their international graduate students in the process of their adaptive transfer from their L1 to English in a specific academic field.

Summary of Three Pilot Studies between 2012 and 2015

Before conducting a pilot study, I anticipated difficulty recruiting doctoral students to participate due to their already-too-tightly-scheduled lives. However, once I explained my research plan in a face-to-face meeting and my own commitment to the improvement of international graduate students' academic writing, all whom I contacted agreed to be my study participants. Such prompt positive response to my recruitment efforts reflects the felt urgency of their needs and confirms the section in the Conference on College Composition and Communication (CCCC) Statement (2009 update) under the sub-heading, "Support for Graduate Students".

Between 2012 and 2015, I conducted three qualitative pilot studies from the psychosocial perspective on international graduate students' process of learning academic speaking and writing in U.S. research universities. These are summarized below.

Study 1. In 2012 Spring, I conducted a qualitative study by interviewing five Korean graduate students followed by email conversations and another face-to-face or phone interview to compare their experiences of learning English in Korea and in the US. All of them were born in Korea and had been learning English in Korea from K-12 and then through their undergraduate programs before going to the US for graduate study. Three research questions were addressed in this study: 1. How does the way Korean graduate students learn English in the US differ from the way they learned English in Korea? 2. How do Korean graduate students describe their experiences of speaking in English in their graduate degree programs in the US? Do they feel confident or not? 3. How do they explain their feelings when speaking in English in

both Korea and in the US? Three implications of this study were related to English education in Korea: Need for exposure to diverse "World Englishes"; Need for more opportunities to practice English; Need to develop more confidence in one's own English speaking.

Between study 1 and study 2. In Fall, 2013 I took a graduate academic writing course, in which my final paper was on this topic, and I have been developing the initial idea toward my dissertation since then.

Study 2. In Spring 2014, I conducted a pilot case study of three female Koreans in their thirties, who were attending three different universities, two in the Midwest area and one in the East of the US. Two were pursuing graduate degrees, and one was a post-doctoral scholar. All had been born in Korea and lived there until they graduated from college and came to the US for graduate study. I conducted in-depth interviews on their academic writing while collecting their writing samples at different stages of drafting. Due to our close geographical proximity, I arranged to have nearly weekly meetings with one participant. Together we conducted an action research study by designing a mini lesson customized to meet the needs she identified in our discussions on her writing drafts.

Both the case study and the embedded action research addressed the importance of considering affective aspects in teaching international graduate students academic writing. Through interviews, document analysis, and mini lessons, this study found that international graduate students need one-on-one workshops customized according to their L2 writing needs through collaboration with professors, writing tutors, and senior graduate students using the same L1. I have continued to work with these three participants, and they keep me updated on their new writing projects and their progress. I recommend these instructional strategies on the basis of my observations of how my emotional encouragement and the resources offered to help them

improve their writing promoted their noticing skills and raised their awareness of the characteristics of feedback from their English language editors and their professors.

In sum, this study yielded three implications. First, graduate programs should provide support for international students as they learn academic writing as a new language for academic purposes and integrate those skills into practice in a meaningful way. Second, it should be recognized that university writing center and native-speaking English language editors are not enough to help English L2 students acquire graduate level academic writing; rather, international graduate students want and need to develop English writing skills and strategies by participating in the construction of knowledge. Lastly, this study recommends so-called "bridging" provided by senior graduate students from the same county, in the same field of study, and using the same L1. I would recommend a peer-pairing program for international graduate students with partners in the same program and preferably from the same country.

Study 3. In Spring 2015, I conducted another case study with one participant as a project for a graduate course, Teaching Academic Writing for L2 Writers of English. I conducted one-on-one tutoring sessions with Ellie, a Korean graduate student in a U.S. university majoring in my area of study. I also created customized short-term academic writing strategy learning workshops for her at her request based on her needs at that time. Ellie decided to focus on refining her research proposal through our meetings, especially on developing and refining her research questions as suggested by her professors (Alvesson & Sandberg, 2013). Considering the importance of motivating a learner's "self-directed learning and independence" (Stankevich, 2011, p. 165), I prioritized Ellie's personal needs with regard to the process of writing her research proposal. While designing a lesson plan with Ellie, I encouraged her to specify her

needs and purposes for each mini lesson and provided an activity focusing on designing good research questions for her research proposal.

In this one-semester case study, I used interviews, lesson plan designing, and lesson implementation in regular one-on-one customized informal meetings to address the importance of considering affective features and fostering the activities of observing, noticing, and raising awareness (Kiely, 2009) in teaching international graduate students academic writing. This study suggests that international graduate students need one-on-one customized support according to their different and specific needs as learners of academic writing through collaboration with their professors, writing tutors, and senior graduate students from the same home country and speaking the same L1. I have kept working with Ellie on her other writing projects, and she keeps me updated on her progress. I therefore recommend these two instructional strategies from this case study: 1. providing emotional encouragement for early-stage graduate students, especially those who are not native speakers of English; and 2. offering each student resources to promote her/his skills of observing, noticing, and raising her/his awareness of the characteristics of good academic writing.

Based on the findings from the previous pilot studies, I originally planned to provide a workshop for participants in a focus group selected from those who responded to my invitation to leave their contact information at the end of the survey expressing their willingness to share their writing drafts and discuss their writing strategies, strengths and resources as L2 writers in their own academic fields in interview session(s) with their peers and the researcher. However, this qualitative component of the author's research on international graduate students will be considered in a future study in which she conducts follow-up interviews with the focus group volunteers. To help readers capture the exploratory phases of developing the Translingual

Graduate Writers' Inventory of Strengths (TGWIS) by visualizing the process, I created the following chart (See Figure 2).

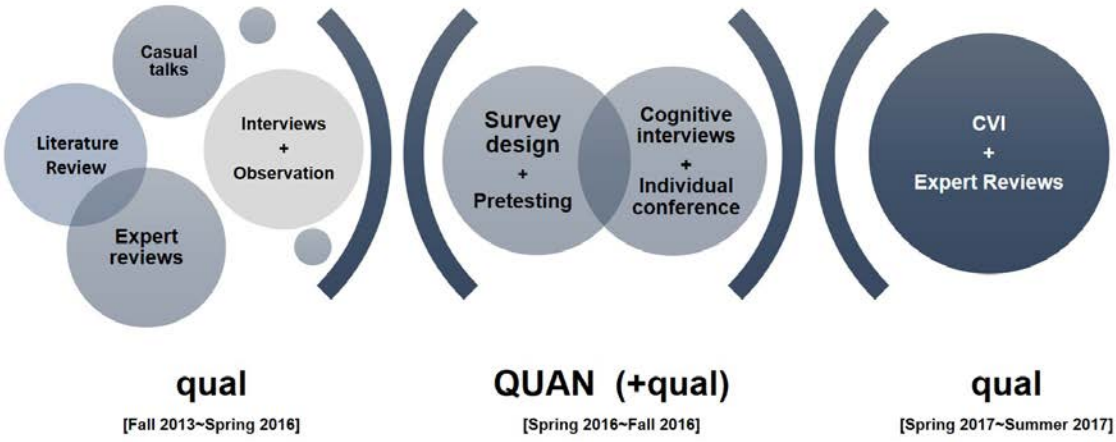


Figure 2. Exploratory Phases of Developing the Translingual Graduate Writers' Inventory of Strengths (TGWIS)

This survey development study includes the requisite steps of defining the conceptual underpinnings and construct variables based on the literature, formulating preliminary survey items under the principal constructs, examining preliminary survey items with collaborators, pretesting revised items with a small sample, calculating the content validity indices, revising and refining the survey items in light of the feedback and comments from both quantitative and qualitative phases during the survey development stages (See Appendix C). In the next section, I describe each step of the TGWIS development procedures from version 1 through version 10.

Survey Research

The worldviews applied in this study are twofold: (1) A constructivist worldview in the pilot studies conducted between 2012 and 2015 as an exploratory qualitative phase involving informal

interviews, casual conversations, and observations of international graduate writers in U.S. universities; and (2) A postpositivist worldview as a quantitative phase involving the development of the TGWIS survey (Creswell, 2013; Creswell & Clark, 2011) as the main focus of the present study, in which a cross-sectional survey will be administered to develop and validate quantitative scales to measure international graduate writers' strengths in academic writing in English. These scales include interest in and motivation to learn graduate academic writing; cognitive, individual, situational, social, and affective factors; self-confidence; growth mindset; and application of translingual and transcultural resources.

Research Method

Scale development of the TGWIS V.1 through V.5.

Item generation procedures. The Translingual Graduate Writers' Inventory of Strengths (TGWIS) was developed to measure the strengths of individual participants and test hypotheses concerning the strengths of cross-cultural translingual graduate writers. The TGWIS is an instrument for investigating the social and psychological attributes of translingual graduate writers, including eight principal constructs: Interest and motivation, cognitive factors, individual factors, situational factors, social factors, affective factors, self-confidence, and translingual factors. Instruments from three previous studies contributed to the development the items of the TGWIS: A full model of second language learning and related surveys (Gardner, Tremblay & Masgoret, 1997); the Research Article Writing Motivation Inventory (RAWMI, Lin, Cheng, & Lin, 2014); and the Writing Apprehension Survey (Daly & Miller, 1975) (see Appendix B).

Expert review (face-to-face survey and brief cognitive interview). I have been developing drafts of survey questions since February, 2014, when I held a reflection session on 122 potential survey items, which were adapted from the three studies cited above for use in this

survey. Several graduate students in my department, some of whom had also been studying and conducting research in the same area of English as second language (ESL) and English as a foreign language (EFL), read through all the items for 10 to 15 minutes and gave me their feedback and comments. The discussion sessions on the raw items with my advisor professor and colleagues offered two particularly meaningful feedback items: 1. The previous survey items should be revised with proper wording so that the survey respondents could understand the statements more clearly, and 2. Each survey item should be worded to contain only one clear idea so that the survey respondents would not be confused about how to respond. I found these two suggestions and other comments to be well aligned with Fowler's (1995) suggestions on the pre-survey evaluation of questions with a focus group. And the one last candid comment was that the survey was too long to complete in time, which was an issue I had already recognized, but I needed to list all potential items to receive feedback.

After taking into account all comments and recommendations from the discussion session, I decided to have 49 items, seven items for each of the seven principal constructs. With this draft of the Translingual Graduate Writers' Inventory of Strengths Version 1 (TGWIS V.1), I would next pilot. For each statement, the pilot survey participants could select from five options ranging from (1) "Never or almost never true of me" to (5) "Always or almost always true of me."

Pretesting the TGWIS V.1. An online survey of the first draft of the full survey of the TGWIS V.1 (survey versions will be referred to as V.# hereafter) was established at http://bit.ly/TGWIS-1st-full-survey-draft with seven principal constructs. When I developed this first version of the TGWIS survey, I planned to conduct a pretest by recruiting three groups of survey respondents: 1) Korean graduate students in U.S. universities; 2) non-Korean

international graduate students in U.S. universities; and 3) American graduate students who identified themselves as native speakers of English to conduct an ANCOVA (J. Cohen, 1988). Five covariates of age, gender, early English experience, master's level, and doctoral level were considered. However, this idea was eliminated during my dissertation proposal defense.

The main purpose of this pilot study was to test the reliability of the TGWIS V.1, which I found to be highly reliable (49 items; $\alpha = .97$). I also wanted to test the validity of the measurement, which was not feasible due to the small number of pilot study participants. I was still deciding on scope of target population of this study between Korean graduate student and international graduate student in the US. It is estimated that the number of Korean graduate students studying in the US for the past three years is between 10,000 and 14,000. The target population of the pretesting of the TGWIS V.1 could therefore be assumed to be about 12,000. However, the main issue with the data collection process is that many of the participants of the survey pretesting were my friends, acquaintances, or college faculty colleagues. As a result, the desired random sampling could not be obtained. The number of participants for the survey was too small to be representative of the target population. Therefore, to test the validity for the dissertation, I planned to recruit a larger and more diverse groups of international graduate students through networking through present contacts, prestigious journals' listservs, and individual contacts in several disciplines.

The online pilot survey was forwarded to the sampling frame (Groves et al, 2009) between February 9th and 11th, 2016, and was completed by 55 participants, which though it fell short of a representative sample exceeded number of participants I initially anticipated when I asked friends and family members to participate and contact other eligible respondents to participate. The results provided a large amount of demographic data, including their education

level and experience in English writing, as well as their reports of their motivation to acquire and improve their English academic writing skills. In addition, the survey revealed how the participants viewed their competence in their first language in comparison to their competence in English. However, a major issue was that many participants of the survey were friends, relatives, or faculty members rather than a random sampling. As noted above, the current pool of participants in the pilot test was much smaller than the target population of international graduate students in the U.S. universities, which is about 391,124 (2016/2017 academic year, IIE.org Open Door Data), necessitating a broader search for more. Also Fowler (2014) points out that "unequal rates of selection (selecting subgroups in the population at different rates) are designed to increase the precision of estimates for oversampled subgroups" (p. 37), but I acknowledged that it was unlikely that I could guarantee a proportional selection of participants representative of the target population.

Also, as Fowler (2014) observed, administering the survey via the Internet excluded anyone "who does not use the Internet and is not interested in volunteering to be in the survey. Also the same people participate in numerous surveys, thereby further raising questions about how well the respondents typify the general population" (pp. 16-17). This possible exclusion of potential international graduate student respondents might have caused a coverage error (Dillman, 2014; Fowler, 1995; Groves, 2009).

I presented my study and the TGWIS V.1 pilot results in a graduate course on statistical consulting on February 17th, 2016 and received the instructor and students' report on my project on March 9th, 2016. They conducted an ANOVA, a linear regression, and *t*-tests to investigate the relationships of the seven principal constructs of the TGWIS V.1 to three independent variables as follows:

1. Linear regression for competency vs. Principal Constructs
2. ANOVA test for Principal Constructs vs. Highest Education Level
3. *T*-test for Principal Constructs vs. Gender
4. ANOVA test for Principal Constructs vs. Degree Goal

The seven principal constructs of the TGWIS V.1 were found to be highly reliable (49 items; $\alpha = .97$). I had a follow-up meeting to discuss the unscrambled data with the statistical consulting team, and I planned to meet with them again to discuss the results and further explore the relations between the seven principal constructs and the three independent variables.

In my dissertation proposal defense on November 3, 2016, I and my dissertation committee concluded that this study would meet its goals of developing the TGWIS survey and test its reliability and validity, and that the range of potential respondents should be international graduate students in the U.S. universities. The committee recommended an exploratory factor analysis and confirmatory factor analysis of the TGWIS V.1 was recommended. Although the first version of the TGWIS survey was not a fully developed instrument, after cleaning the data of insincere answers, exploratory factor analysis was conducted with 51 out of 55 pretest participants as discussed below.

Exploratory factor analysis (EFA) of the TGWIS V.1.

Type of rotation method. I tested the factor structure of the TGWIS survey using exploratory factor analysis (EFA) with both varimax and promax rotation. Out of four rotation options, varimax rotation and eigenvalue 1.3 were found to be more interpretable for the TGWIS V.1, which included cross-loadings exceeding .40.

Criterion for determining the number of factors. Scree plots were used to determine the number of factors (see Figure 3). Two eigenvalues of 1.1 and 1.3 for both varimax and promax were performed due to the small number of piloting data. The TGWIS V.1 was developed with seven principal constructs and eigenvalue 1.3 was deemed moderate to use for the pilot data given the small number (n = 51).

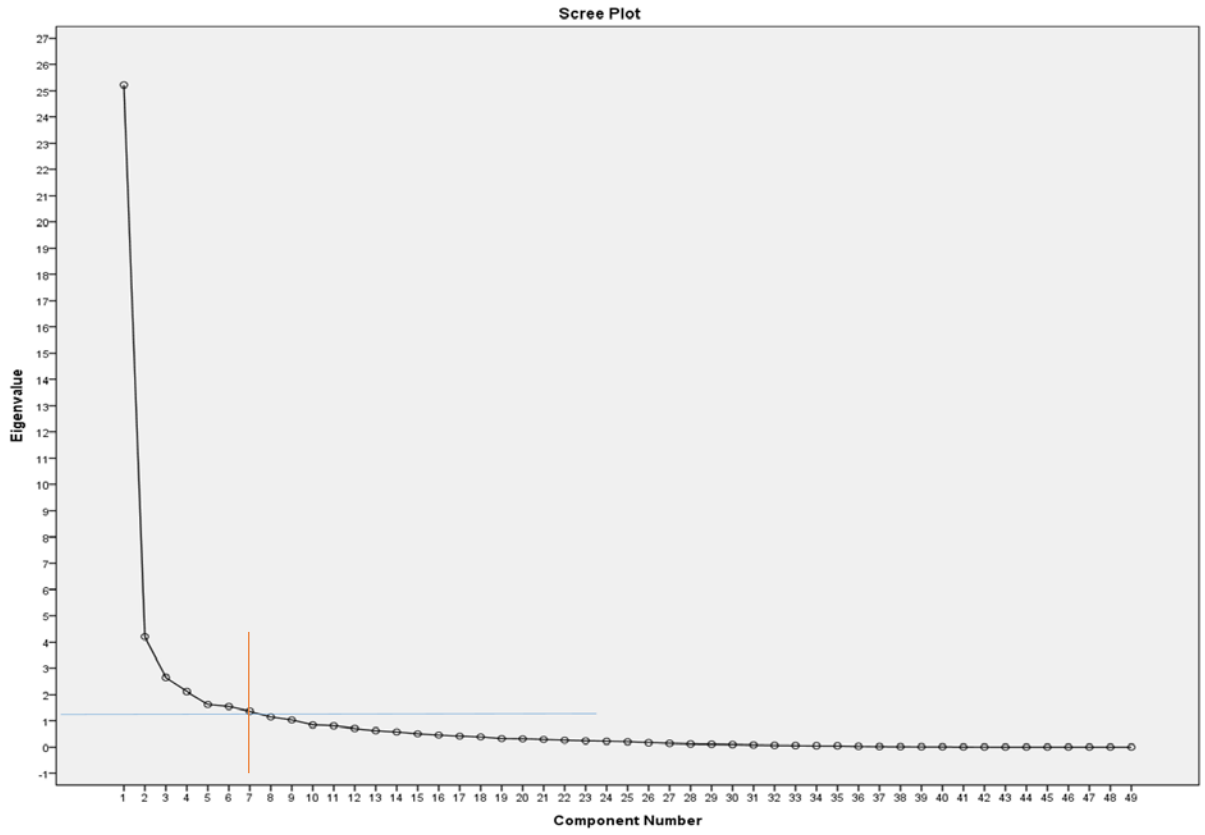


Figure 3. Scree Plot by Principal Component Analysis of the Pretesting of the TGWIS V.1 (n = 51).

Factor loadings. By examining the pattern matrix with varimax rotation and eigenvalue 1.3, I found that 28 out of 49 items loaded on the hypothesized factors: TGWIS V.1 statements # 5, 6, 7 in the principal construct 1; # 11, 13, 14 in the principal construct 2; # 18, 19, 20 in the principal construct 3; all seven items in the principal construct 4; all seven items in the principal

construct 5; # 41, 42 in the principal construct 6; and # 45, 48, 49 in the principal construct 7 (see Table 9). Due to the limited sample size in the pilot study (n = 51), further EFA should be conducted with appropriate sample size to determine the factor structure of the next version of the TGWIS.

Table 9

Item Factor Loadings, Item Means, and Standard Deviations for the TGWIS V.1

	EFA								
Item	1	2	3	4	5	6	7	*M*	*SD*
5. Writing research articles in English is exciting to me.	.779							3.00	1.07
6. I am fascinated by writing research articles in English.	.724							2.87	1.03
7. I find writing research article in English very interesting.	.852							3.15	0.98
11. I write notes, messages, letters, or reports in English.		.682						3.71	1.18
13. I think my academic writing in English is accurate.		.625						3.23	1.17
14. I think my academic writing in English is logical.		.567						3.52	1.13
18. I know my learning style(s) in learning English. ("Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some." (Dunn & Griggs, 1988, p. 3)			.631					3.41	1.00
19. I utilize learning strategies in learning academic writing in English. (e.g., specific actions, behaviors, steps, or techniques).			.433					3.29	0.99
20. I notice my character strengths of love of learning, teamwork, gratitude, love, zest, and hope are closely related to my success of learning English writing.			.456					3.46	1.11
22. I think my academic (and professional) writing in English is knowledgeable about the field.				.787				3.63	1.09
23. I think my academic (and professional) writing is intelligent in my field.				.758				3.46	1.11
24. I think my academic (and professional) writing in English is expert in my field.				.712				3.29	1.03

25. I think my academic (and professional) writing in English is purposeful in my field.	.700				3.68	1.00
26. I think my academic (and professional) writing in English is important in my field.	.727				3.71	1.01
27. I think my academic (and professional) writing in English is timely in my field.	.648				3.60	0.95
28. I think my academic (and professional) writing in English is relevant to my field.	.606				3.86	0.88
29. Having the ability to write in English for academic and professional purposes will be beneficial to me.		.800			4.18	0.91
30. Ability of writing in English will be useful for me later in life.		.790			4.38	0.93
31. Skills of English writing for academic and professional purposes are valuable because they will help me in the future.		.839			4.25	0.95
32. Being good at writing in English in my academic and professional field(s) will be important when I look for a job or pursue further studies.		.809			4.40	0.89
33. I see a point in being able to write in English for academic and professional uses.		.766			4.16	0.97
34. Being good at writing in English is important to me because it will increase my chances of participating in the activities of my disciplinary communities (e.g., presentation in professional conferences, publication in conference proceedings or journal papers).		.888			4.17	1.02
35. I think my academic (and professional) writing in English is engaging in my research (and/or work) area.		.744			4.08	1.13
41. I write down my feelings about learning English.			.892		2.41	1.25
42. I talk to someone else about how I feel when I am learning English writing for academic (and professional) purposes.			.876		2.82	1.16
45. I can learn everything about writing in English for both academic professional purposes.				.512	3.59	0.98
48. Writing research articles and/or work-related documents in English is one of my strengths.				.409	3.31	1.16
49. I can solve the most difficult problems in English writing for academic (and professional) purposes.				.506	3.10	1.05

Notes. The exploratory factor analysis (EFA) with varimax rotation (n = 51) and the eigenvalue 1.3. Means and standard deviations are based on the total sample (N = 55).

Think-aloud protocol and the TGWIS V.2. On April 11, 2016, I conducted a think-aloud protocol on the TGWIS V.1 with a fellow member of the survey design class, a doctoral student of my department who is expert reviewer in my field. Although the first version of the TGWIS survey was administered online (http://bit.ly/TGWIS-1st-full-survey-draft), I prepared two hard copies of the full survey for the think-aloud protocol. I chose this reviewer intentionally because we had established a collaborative relationship since the beginning of the doctorate degree in the same program, and she had reviewed my survey items as a survey design and development class activity. I asked her to review selected 11 items and provide feedback. These were questions # 27 and 28 and the TGWIS V.1 statements # 3, 12, 18, 19, 27, 33, 42, 45, and 48. Following the guidelines in the class handout on the think-aloud protocol of the survey items, I introduced the purpose of the think-aloud exercise to the participant, and demonstrated the procedures of reviewing the selected questions while reading the items and thinking aloud to express any questions or suggestions that came to mind. I also audio recorded this exercise and took notes on my copy of the survey questions. The feedback and comments I received during the think-aloud exercise are as follows:

1) Q27: The probability of choosing 'Elementary school' as first wrote in English for academic purpose is most high. Other options higher than 'Middle school' might need to be considered to include as choices or not.
2) Q28: Wording of the question is vague with the word "profession" because the questions itself is already double-barreled with writing for academic and professional purposes. Also the choice options need to be revised to align the purpose of asking about academic writing.

3) TGWIS V.1 statement #3: Change “early” into “earlier”. However, this statement can be difficult for native speakers of English.
4) TGWIS V.1 statement #12: learning “which type” of English “for what purposes” I need to know?
5) TGWIS V.1 statement #18 & 19: What are the definitions of “learning style(s)” and “learning strategies”? The examples help to understand the statements.
6) TGWIS V.1 statement #27: What does “timely” mean?
7) TGWIS V.1 statement #33: This statement is double-barreled with the expression “academic and professional”. This makes the statement confusing.
8) TGWIS V.1 statement #42: Change this statement as “I talk to someone else about how I feel when I am writing in English for academic purposes”
9) TGWIS V.1 statement #45: Same issue with the statement #33.
10) TGWIS V.1 statement #48: Same issue with the statement #33. If I would like to ask about “work-related documents”, I should define it.

Reflection on the think-aloud exercise. The think-aloud protocol participant suggested that the response options for the TGWIS V.1 need to be simple, and that the scale, “1=Never” to “5=Always,” and leave the response options for the be repeated should be at the top of each page of the matrix and grid style survey so that the respondents would not have to keep flipping to the front to see it is. I had edited these response options for paper version of the online survey, and in the editing process I had removed the description of what each response choice number represents. I adopted the response options from the previous survey of Strategy Inventory of Language Learning (SILL) by Oxford (1990). However, through this think-aloud exercise, I learned that it would be better for respondents to make the choices as simple as possible. I

decided to replace the five point number scale ranging from one to five with a five Likert scale of "Never true of me"; "Usually not true of me"; "Somewhat true of me"; "Usually true of me"; and "Almost always true of me" for clarification. The second version of the TGWIS survey was not posted online but was used to prepare an individual conference with the professor who taught the survey design course. The decisions made after the think-aloud protocol of the TGWIS V.1 are as follows:

1) My survey was initially designed for Korean graduates students in the U.S. research oriented universities. However, at this time I also planned to recruit two comparison groups: American graduate students and non-Korean international graduate students. After reflecting on the think-aloud exercise, I realized that some questions, such as Q 27, could be interpreted in different ways. Also the TGWIS V.1 statement #3 should be revised or removed from the survey for native speakers of English because it might suggest that this survey was not appropriate for them.
2) Such terminology as "translingual," "learning styles," and "learning strategies" should be defined. Also, while the examples included under the statement could help respondents' understanding, they might make the item too long, so I might have to decide whether to remove the examples or not.
3) Double-barreled statements needed to be revised. For example, I had originally planned to recruit post-graduates pursuing professional careers in English speaking countries and so used the expression "academic and/or professional." However, the phrase might have been interpreted differently by different respondents so I should focus only on "academic" aspects of English writing for this survey.

Pretesting the TGWIS V.3. By April 13, 2016, the first draft of the full TGWIS had been revised based on feedback from faculty, statisticians, and doctoral students and was ready for another pretesting. This version was created on Qualtrics.com and imported under Indiana University Qualtrics (qualtrics.iu.edu) to create an individual contact panel list for each survey respondent. The third draft of the full survey reflected two main changes. First, one more domain of seven items on translingual practices was added to the existing seven domains of the first draft. Second, the 56 statements in the section of the TGWIS V.2 were moved to the front of the survey followed by the demographic items.

Participants. Three doctoral students in the department of Literacy, Culture, and Language Education participated in pretesting the third full draft of the TGWIS survey. They were recruited as expert reviewers because they had seven to ten years of experiences of teaching English in diverse educational settings in several countries. In anticipation of conducting an ANCOVA with the final version of the TGWIS survey, I intentionally selected each participant to represent a different group of English users: (1) a Korean graduate student (ID #1, referred to as “K”; (2) an American graduate student (ID #2, “A” in this paper); and (3) a Singaporean graduate student (ID #3, “S” in this dissertation). My dissertation research plan was to compare these three groups of graduate students to learn about the differences and similarities of their strengths and strategies as graduate academic writers. The Korean group would comprise graduate students in the US and post-graduate scholars who had completed their graduate degrees in the US possibly including different subgroups such as Korean Americans and biracial Koreans if they were born and raised in Korea and had pursued graduate degrees in one of the English speaking countries. The American group would comprise native speakers of English (NSE). The third group would comprise international graduate students from countries whose

official languages included both English and their mother tongue and who used English in their daily lives as a first or second language. Even though I do not agree with Kachru's three circles of speakers of "World Englishes" (Kachru, 1985) in that it would be impossible to measure clear-cut differences of English proficiency according to the geographical divisions, his designations of "Inner circle" (Americans), "Outer circle" (natives of non-NABA countries in which English is an official language," and "Extended circle" (Koreans) parallel these three different sampling frames.

Procedures of pretest and follow-up interview. First, I informed the participants that pretesting the survey was part of a course project and was also a pilot study for my dissertation research. The first page of the survey explains the study purpose, procedures for the survey, confidentiality, and contacts for questions or problems. Explanation of the voluntary nature of participation is followed by the choice to give or withhold consent by selecting Yes or No.

Second, observations of respondents while answering the TGWIS V.3. After I explained that participation entailed both completing the questionnaire and being observed by me as the research, an individual link was created for each participant and communicated via email.

Third, I conducted a follow-up debriefing interview on the survey with the participants. I prepared four hard copies of the third draft full survey, one on which to take notes on my copy with three different colored pens for notes on three participants while observing them completing the survey. The other three copies were for the participants to consult during the follow-up interview, when they would not be able to access the online survey. It took about an hour in total for each individual.

Pretesting and observation. With their permission, I observed the participants as they completed survey and took notes on how they approached the survey, their behavior and non-

verbal cues, and their read-aloud and think-aloud procedures, as I told the respondents to feel free to pause, to read or talk aloud, and to ask any questions to clarify the meaning or intention of any item on the questionnaire. I also recorded the starting and ending time for each respondent and asked them to let me know (1) when they had finished reading the survey introduction and filling out the subject's consent form, (2) when they had completed the 56 items of the TGWIS V.3, and (3) when they had completed the whole survey. I told the participants there was no time limit, and the amount of time each respondent took to complete the process differed according to the amount of time spent asking for clarification (see Table 10).

Table 10

The Total Time for Each Section Spent by Each Respondent to the TGWIS V.3

ID #	Total	Introduction to consent	TGWIS section with 56 statements	Demographic information & early English experience items
1(K)	18':30"	1':30"	10':00"	7':00"
2(A)	40':00"	1':00"	31':00"	8':00"
3(S)	21':00"	1':00"	14':00"	6':00"

The second participant spent more time on thinking-aloud and clarifying questions than the other two participants, who spent about 20 minutes, as I had expected for this survey. On the other hand, the second participant's follow-up interview took less time than those of the other two. The result from the piloting of the first draft of the full survey with 55 respondents also showed that it took about 15 to 20 minutes to fill out the survey.

Table 11

The Follow-up Interview Time for Each Respondent to the TGWIS V.3

ID #	Interview duration time
1(K)	18':06"
2(A)	08':08"
3(S)	43':13"

All three participants were experienced English language teachers in diverse educational settings and showed enthusiasm and interest in participating in this survey pretesting. I observed two of them at home filling out the survey and one in a small room with sofa in a school library. The first and third respondents spent most of the time filling out the survey while second participant paused more frequently and asked more questions to clarify some questions, which she found were not applicable to her as a native speaker of English. The third respondent also spent slightly more time asking questions than the first respondent, especially on the items related to her first language. In general, all respondents looked comfortable while filling out the survey and felt free to ask about my intentions or items for which they needed clarification. The full survey responses of the three participants are archived as a separate excel spreadsheet entitled "TGWIS_full survey_ver.3_pretesting_Apr.2016 (3 participants)".

Follow-up interviews. After filling out the online survey, I shared one hard copy of the survey with each respondent to facilitate the debriefing process focusing on the three semi-structured interview items:

1. What is your general impression as graduate student of this survey? (Was it generally easy and comfortable or difficult and hard to respond to the items?)
2. What do you think I meant in question # by "_____"? (Referring to items about which each respondent raised questions while filling out the survey.)
3. What do you think about the format, choice options, and survey response scales?

Pretesting report summary. The pretest of the TGWIS V.3 revealed several problems such as need for more careful consideration of questions that are suitable for the sampling frames, especially for native speakers of English; vague wording in several items; double-

barreled items; need for more adequate choice options; and response option scales. Major problems are addressed in the following discussion.

Problem 1: Who were considered as my sampling frames? I recruited K, A, and S for pretesting the TGWIS V.3 as representing the three target groups for my dissertation project. However, the TGWIS V.3 was developed for Korean graduate students and scholars who were pursuing or had completed their graduate degrees in the US. In both the pretesting and the follow-up interview, A and S mentioned that the survey did not seem applicable to them because they were native speakers of English, but several questionnaire items differentiated their first language from English, for example, “I wish I had begun studying English at an earlier age,” “I use resources in my first language while writing in English for academic purposes,” “My knowledge learned in my first language is used in my academic writing in English,” “I search online in my first language to learn a new concept and term in English,” and “Previous studies written in my first language provide information for my academic writing.” These items would have to be revised or omitted for respondents like A and S, who were born and raised in English speaking countries or those in which English is an official language so they have been using it from an early age.

Among demographic questions, K suggested including “Korean” as an option for Korean respondents. I also asked K about translating the survey into Korean for Korean respondents, reflecting on the feedback by a participant in the pilot of the first draft of the full survey, who recommended providing a Korean version of the survey, but K disagreed because differences in nuance between English and Korean might alter the items. I decided to deliberate on these opposing views, understanding that if I created different language versions of the introduction section should also reflect this change.

Problem 2: Vague wording in several items. I found that some items caused similar confusions among the three respondents. They also interpreted some items differently from my original intention. First, all three respondents asked me to clarify what "timely" meant in the statement, "My academic writing in English is timely in my field." Although I had adopted this item as is from a previous survey, through the pretesting and cognitive interview, I realized this item should be reworded or removed to avoid any confusion. I had interpreted "timely" in this statement as "addressing current issues in the field," but this meaning was not evident to the participants.

Second, some items were interpreted differently among pretesting participants. From the perspective of a native speaker of English, participant A suggested making some expressions such as "my progress" more specific, like "general vocabulary development used more in academia"; "a task" in learning English writing should be specified, such as "a writing course assignment", "writing an email to a professor," or "taking notes in class"; and "regulate my emotion" should be clarified as "emotions aroused while writing." Participant S suggested revision of several different items: First, an item adapted from Gardner, Tremblay and Masgoret's (1997) L2 learning survey variable of the attitude toward French Canadians such as "Most English-speaking people in the US are friendly" should be revised as "I enjoy learning English by speaking with people in the US or in other English speaking countries." Second, S pointed out that "honest" can be interpreted in different ways in the statement "My academic writing in English for academic purposes is honest." Third, S mentioned that the word "intelligent" in the statement of "My academic writing in English is intelligent in my field" seems confusing whether the meaning of "intelligent" refers to the intelligence in using English or in the field of study. Fourth, "disciplinary communities" could be a vague term. Fifth, first

language could be multiple languages for some survey participants like S, and survey items regarding first language use needed to be revised for those multilingual speakers.

Problem 3: Double-barreled items. The question, "What kind(s) of academic or professional writing do you use? (You can select multiple answers.)" should be divided into two items because academic writing is different from writing at the work place. This observation reminded me that I should ask about one thing in one survey item so that respondents would not be confused as to how to respond to the questions.

Problem 4: Better choice options. It was also suggested that better choice options should be provided for questions on their age (alternative: the year they were born), majors, and writing projects in which they were involved.

Problem 5: Response scales. The scale of choices between "Never me" and "Always me" seemed inappropriate for some of the survey statements in the TGWIS section, which should have specified a scale ranging from "Disagree" to "Agree." I needed to consider this suggestion, and if I complied with this feedback, I should group items with the same scale for the convenience of respondents.

Problem 6: Reorient the question order. One of the main changes in the TGWIS V.3 was putting the 56 TGWIS statements first on the survey followed by the demographic items so that the respondents could invest most of their energy in the main part of the survey. However, the pretesting participants suggested locating more inviting and easier questions, at least those asking for gender and age, before the main TGWIS section.

Development of the TGWIS V.4. In response to the feedback on the TGWIS V.3 I received from the faculty and the second pretesting with three expert reviewers, I changed the wording of the survey introduction, the research information section, and some survey items, and I reordered the demographic questions and the TGWIS survey items. I also read relevant material in the field of social psychology (Holstein & Gubrium, 2003) during summer 2016 and determined that the eight principal constructs could be divided into two groups, the psychological and the social components. The psychological component comprised items pertaining to participants' inner lives and self, which were the principal construct 1: Interest and Motivation to learn graduate academic writing (GAW); the principal construct 3: Individual factors; the principal construct 6: Affective factors; and the principal construct 7: Self-confidence. The social component included the principal construct 2: Cognitive factors; the principal construct 4: Situational factors; the principal construct 5: Social factors; and the principal construct 8: Translingual/transcultural factors, which were nested in the context of learning and practicing academic writing in the participants' graduate programs. The psychological and social components are thoroughly intertwined in practice and may not have causal and/or cyclical relationships.

Development of eight principal constructs of the TGWIS. Between the fourth and the fifth version of the TGWIS survey, I met with an expert on survey research at the Center for Survey Research at Indiana University on October 11, 2016. She suggested changing some wording in the survey information section and the TGWIS statements. We also discussed the possible group(s) of survey participants in relation to the purpose of the study. As a native speaker of English, she considered the majority of the questionnaire as inapplicable to a control group of native English speakers. We also discussed possible procedures involved in having the

TGWIS survey approved and ways to distribute the survey as widely as possible, and she shared technical advice on ways to use Qualtrics to create and edit some survey questions and the TGWIS statement matrix with the help of the survey center expert. The TGWIS V.5 which was drafted by October 15, 2016, reflects the feedback and comments from an English language editor of English and the survey center staff, including changes in wording and matrix of the survey items.

For the TGWIS V.5 I adapted survey items from three previous studies by Gardner, Tremblay and Masgoret (1997), Lin, Cheng and Lin (2014), and Daly and Miller's (1983) updated Writing Apprehension Survey with several newly designed items in the two domains of the individual and translingual factors. Following are the eight principal constructs of the TGWIS V.5:

Principal construct 1: Interest and motivation to learn graduate academic writing (GAW). This construct is derived from Gardner, Tremblay and Masgoret's (1997) surveys, including Attitudes Toward French Canadians, Attitudes Toward Learning French, Desire to learn French, Interest in Foreign Languages, and Motivational Intensity; and Lin, Cheng and Lin's (2014) Research Article Writing Motivation Inventory (RAWMI). Translingual graduate writers' desire and motivation to learn and develop their graduate academic writing (GAW) may be a primary factor in their decision to pursue graduate study abroad in an English speaking country. Below are the items for the principal construct 1 (see Appendix B):

1. I enjoy learning English by speaking with people in an English speaking country.
2. I wish I had begun studying English at an earlier age.
3. I keep up to date with English by working on it every day.
4. Writing research articles in English is exciting.

5. I am fascinated by writing research articles in English.
6. I find writing research article in English very interesting.

Principal construct 2: Cognitive factors. Language learning strategies (LLS) overtly taught through observation, calling attention to LLSs, and raising awareness of the use of LLS might have positive effects on graduate academic writing (O'Malley & Chamot, 1990; Oxford, 1990, 1993, 1994). The following seven items were adopted from Daly and Miller (1983):

1. My academic writing in English is worthwhile.
2. My academic writing in English is organized.
3. My academic writing in English reads well.
4. I write notes, messages, letters, or reports in English.
5. I think about my progress in learning new English vocabulary used in academia.
6. My academic writing in English is accurate.
7. My academic writing in English is logical.

Principal construct 3: Individual factors. Along with cognitive LLSs, individual strategies can encouraged by acknowledging translingual graduate writers' individual learning styles as well as their character and personality strengths as resources for developing their own strategies. The six items of the principal construct 3 were based on positive psychology research and surveys used as strength-finders (Clifton & Harter, 2003; Gallup, 2005; Lee & Oxford, 2008, Peterson & Seligman, 2004; Seligman, 2002):

1. My academic writing in English is trustworthy.
2. I notice my English mistakes and use that information to help me do better.
3. I know what my preferred learning style is to improve my competency in English.
4. I utilize learning strategies to improve my academic writing in English (such as

specific actions, behaviors, steps, or techniques).

5. I notice my character strengths (such as love of learning, teamwork, love, zest, and hope are closely related to my success in learning English writing).
6. I never quit writing a paper in English before it is done.

Principal construct 4: Situational factors. Situational factors refer to the relationship of translingual graduate students' writing to their fields of study, focusing on how they assess its relevance and potential contribution to knowledge. These items indirectly relate to present learning contexts and prior learning, teaching and/or work experiences (Griffiths, 2008; Lave & Wenger, 1991). The seven items were adapted from Lin, Cheng and Lin's (2014) Research Article Writing Motivation Inventory (RAWMI):

1. My academic writing in English can show I am knowledgeable about the field.
2. My academic writing in English shows intelligent thinking about my field.
3. My academic writing in English demonstrates expertise in my field.
4. My academic writing in English is purposeful in my field.
5. My academic writing in English is important in my field.
6. My academic writing in English reflects current issue(s) in my field.
7. My academic writing in English is relevant to my field.

Principal construct 5: Social factors. Social factors address the importance of writing in ways that connect with others in the same or similar fields and establish presence in relevant communities of practice (CoP) (Wenger, 1998). The principal construct 5 sheds light on the role of writing in establishing one's professional identity and full membership in an academic community, both at present and in the future. The following seven items for the principal construct 5 are adopted from Lin, Cheng and Lin's (2014) "connectedness value":

1. Having the ability to write in English for academic purposes will be beneficial to me.
2. My English writing ability will be useful for me later in life.
3. Skills in English writing for academic and professional purposes are valuable because they will help me in the future.
4. Being good at writing in English in my academic field(s) will be important when I look for a job or pursue further studies.
5. I see a point in being able to write in English for academic purposes.
6. Being good at writing in English is important to me because it will increase my chances of participating in the activities of my academic area (such as presentation in professional conferences and publication).
7. I think my academic writing in English is engaging to others in my research area.

Principal construct 6: Affective factors. Previous studies of affective factors of writing have focused on negative emotional experiences such as writing apprehension and writing anxiety (Boice, 1990; Cheng, 2004; Cheng, Horwitz & Schallert, 1999; Lee, 2001). However, in this study, the positive components of emotional intelligence (EQ), described by Salovey and Mayer (1990) as "Perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions" (p. 164) are the focus. Being aware of emotions and managing them properly while writing for academic purposes may contribute to better writing outcomes for translingual academic writers as well as benefit their mental health. The following seven items were adapted from Gardner, Tremblay and Masgoret (1997):

1. When called upon to use my English, I feel very much at ease.
2. I feel quite relaxed if I have to ask street directions in English.
3. I feel comfortable speaking and writing in English in an informal gathering where

both English and my first language speaking persons are present.

4. I feel calm and sure of myself if I have to order a meal in English.
5. Writing in English for academic purposes demands that I regulate my emotions aroused while writing.
6. I write down my feelings about learning English.
7. I talk to someone else about how I feel when I am learning English writing for academic purposes.

Principal construct 7: Self-confidence. Seven items on language learners' self-confidence and self-esteem as writers have been adapted from the writing anxiety surveys of Gardner, Tremblay and Masgoret (1997) and Daly and Miller (1975) rephrased to accentuate translingual academic writers' strength and strategies:

1. I feel confident when asked to participate in a discussion in English at school or at work.
2. I am self-assured of writing for academic purposes in English.
3. I have the ability to learn as much as I can to improve my writing in English for academic purposes.
4. I can successfully complete writing English research articles, if I don't give up.
5. I am good at writing research articles and academic papers in English.
6. Writing research articles in English is one of my strengths.
7. I can solve the most difficult problems in English writing for academic purposes.

Principal construct 8: Translingual/transcultural factors. Through the lens of Canagarajah's (2013a) translingualism, I explored how translingual graduate writers develop their research ideas. In conversations with translingual faculty informants on their strategies for

finding their research niche, I inferred that their translingual/transcultural experiences and identities impacted their decisions when selecting research topics, subjects and sites. For this section, I newly created the following six items:

1. I can contribute to the research related to my race and ethnic group.
2. I use resources in another language(s) while writing in English for academic purposes.
3. My family is a source of my research ideas.
4. I search online in another language(s) to learn the meanings of new concepts in English.
5. My cultural background offers writing material for my academic writing.
6. Previous studies written in another language(s) provide information for my academic writing.

Based on the results from pilot testing TGWIS V.1 and V.3, cognitive interviews, exploratory factor analysis of the TGWIS V.1, feedback from my meeting with my dissertation committee on November 3, 2016, I decided to revise the TGWIS survey into the sixth version. After drafting this version, I obtained another expert review of content validity testing. As a result, the items with a Content Validity Index (CVI) of 0.80 or higher were considered for inclusion.

Scale Development of the TGWIS V.6 through V.10.

Content Validity Index of the TGWIS V.6 through V.8. Reflecting the feedback and comments from the dissertation committee faculty, three rounds of Content Validity Index (CVI) were computed with different groups of experts (Aiken, 1980, Larsson et al., 2015) for item selection for the primary data collection instrument of this dissertation study. A four-point

ordinal Likert rating scale was used by six to eight participants to evaluate the content validity of each survey item (Larsson et al., 2015), following Lynn's (1986) suggestion of engaging a minimum of five and a maximum of ten experts (Lynn, 1986). The CVI points were recoded as dichotomous data by replacing "Not relevant" and "Somewhat relevant" with "0" and "Quite relevant" and "Highly relevant" with "1" and converting the Excel file into an SPSS 25.0 file to calculate the mean of each item across the different CVI scoring rounds.

The first Content Validity Index (CVI) procedure was carried out on February 23, 2017, in Dr. Samuelson's research group. Eight participants provided valuable feedback on 40 items using a paper-and-pencil evaluation form (N = 5, 8 factors, 40 items, CVI = .86). Participants included Dr. Samuelson and seven of her doctoral advisees, who were in advanced stages ranging from preparing for qualifying exams to working on their dissertations participated. They commented on the wording of each item, the relevance of the concept of the principal construct 4 and its items, and the double-barreled items. Ten of the forty items scored lower than .80. These items also received negative comments, and so were revised accordingly for next round of CVI. The sixth version of the TGWIS survey was updated into the seventh version reflecting the feedback and comments from the first round of CVI and following cognitive focus interview (or what can be called group discussion on the survey items in general).

At a TESOL 2017 Doctoral Research Forum Roundtable session, TGWIS V.7 was distributed for a second round of CVI by two faculty members assigned to the table of their expertise and seven graduate students studying in similar research areas. The participants were introduced to the eight principal constructs of the survey and asked to evaluate its content and construct validity. A paper-and-pencil evaluation form was provided, and the participants engaged in a joint think-aloud process as they asked questions and shared ideas using the

evaluation form as a guide. Because it was a pre-conference forum, the participants were free to leave at will, and the faculty preferred to give oral comments rather than evaluate each item, so valid number of participants for this round of CVI was three (*N* = 3, 8 factors, 42 items, CVI = .79). Seventeen items out of forty-two scored below .80. However, several international graduate students showed their deep interest and passion by suggesting more items, especially for the principal construct 8 (Translingual/transcultural factors). They stayed after the assigned time and discussed using bilingual and identity resources from their home countries in their own research.

For the final round of CVI, which occurred in May 2017, I invited the participation of my dissertation committee professors and five faculty members from inside and outside Indiana University who had rich experiences teaching writing to speakers of English as a second language. The final group comprised six participants with an average of 16 years mentoring international graduate students with regard to their academic writing. This time the participants completed an online form of the CVI to evaluate TGWIS V.8 (*N* = 6, 8 factors, 44 items, CVI = .83). Eleven items out of forty four scored below .80, only one of which is included in the Table below:

Table 12

Content Validity Index Result of the TGWIS V.8

	CVI	
	3rd Round	
Item	N	Mean
q1	6	0.83
q2	6	1.00
q3	6	0.83
q4	6	0.67
q5	6	0.83
q8	6	0.83
q10	6	1.00
q12	6	1.00
q13	6	1.00
q14	6	0.83
q15	6	0.33
q16	6	0.83
q17	6	1.00
q18	6	0.83
q21	6	0.83
q22	6	1.00
q24	6	1.00
q26	6	1.00
q27	6	1.00
q28	6	1.00
q29	6	1.00
q30	6	0.83
q31	6	0.83
q32	6	0.83
q34	6	1.00
q35	6	0.83
q36	6	1.00
q37	6	1.00
q38	6	1.00
q39	6	1.00
q40	6	0.83
q41	6	0.83
q42	6	0.83
q43	6	1.00
q44	6	0.83
Valid N	6	0.83

Question 4 was computed as .67, but this item was included because it had scored high enough in the previous round of CVI (.86), and the content is a good fit for its construct.

Expert Reviews of the TGWIS

Following the final round of CVI, expert reviews of the TGWIS V.9 were obtained, which identified items that had problems and, more importantly, what the problems were. These reviews were used to refine and finalize TGWIS items before the primary data collection for this dissertation project (Sudman and Bradburn, 1983, p. 115). The process for conducting the expert reviews was the following: I solicited expert reviews of the TGWIS V.9, which I had revised based on the results computed for the TGWIS V.8 CVI. The expert reviewers of the near-final version of the TGWIS survey items included 1) three individuals who had been invited to participate in the final round of CVI; 2) one academic counselor with rich experiences editing international graduate students' academic writing at the Academic Center for Excellence in a large Midwest university; and 3) one doctoral student in law school. I collated individual feedback and comments from this group of experts and used the results to revise the wording, correct the grammar, and clarify the meaning of several items, moving some items to improve the construct validity, and adding two new items to construct the TGWIS V.10, which I used as the data collection instrument (See Table below).

Table 13

Expert Reviews of the TGWIS V.9

ID #	1	2	3	4	5	Samples
1. Wording	X	X		X	X	I know how to write for academic purposes in English in my study field. ➔ I know how to write for academic purposes in English in my field of study.
2. Grammar	X	X		X		academic writings ➔ academic writing
3. Theory-oriented revision	X	X	X			I expect I need several editing process of my current academic writing project. ➔ My academic writing typically goes through multiple edits. OR ➔ My most recent academic writing project went through multiple revisions. ➔ The expert reviewer recommended to use "proofreading", "editing", and "revision" according to the purpose of the item to measure.
4. Clarifying	X	X		X	X	Comments from the reviewers: "I do think that "in English" should be in each prompt throughout the survey." I know that there are different writing styles for academic purposes in English of my study area than in other language(s). ➔ I realize that academic writing style can vary according to the language being used.
5. Construct validity	X	X		X	X	I have a good sense of where my research project is aligned with a specific academic area. ➔ I feel comfortable that my research projects are aligned properly with a specific academic area. [Revised and moved this item from the principal construct 5 to the principal construct 6]
6. Adding a new item			X		X	I use Academic Writing Tutorial Services on campus to improve my academic writing in English.

Reading level test of the TGWIS V.10

The TGWIS Survey V.10 with 43 items was loaded on Indiana University Qualtrics website, and I started asking potential respondents to participate in June 2017. Several respondents who participated in early stage of data collection contacted me individually and suggested that I test the reading level of the survey items. They were my acquaintances and professors teaching statistics in medical fields. Following their comments and feedback, I tested the reading level of the 43 items using an online readability test tool (http://www.readabilityformulas.com), which to test computed the reading level according to seven popular readability formulas to calculate the average grade level, reading age, and text difficulty of the survey items (Table 14).

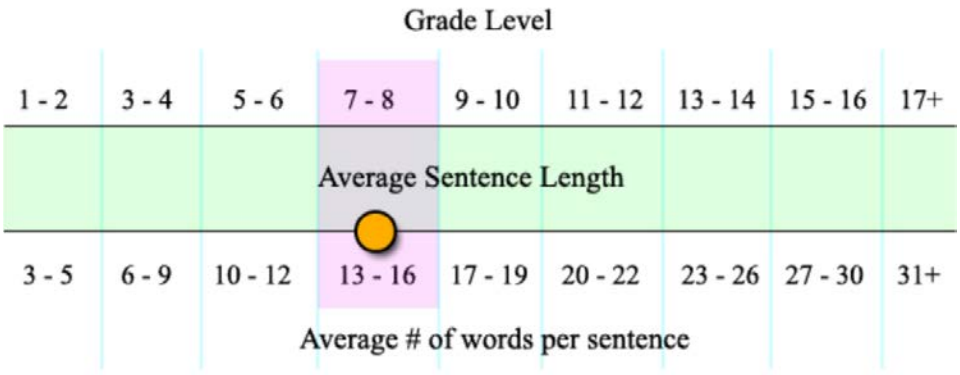
Table 14

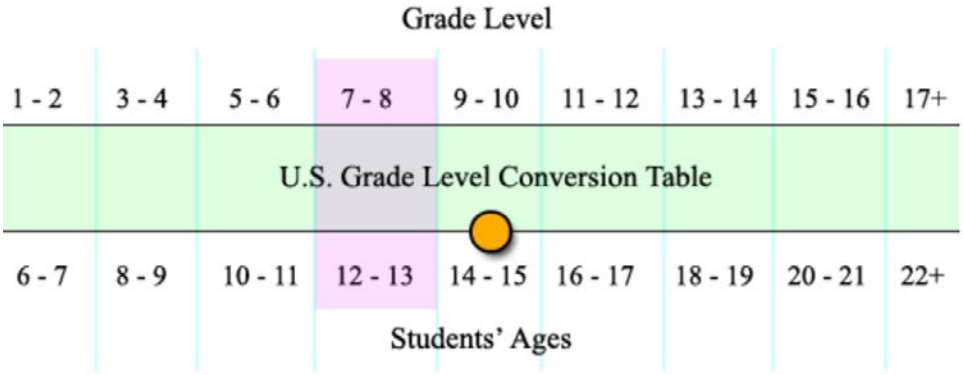
Result of the Reading Level Test of the TGWIS V.10

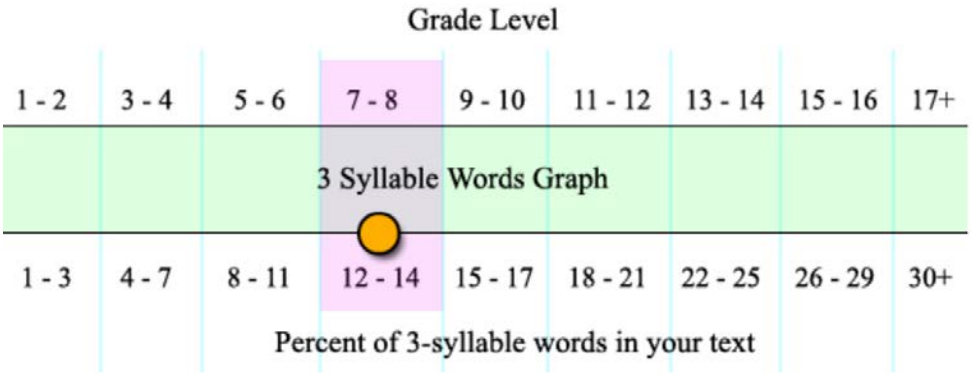
Seven Readability Formulas		
1	Flesch Reading Ease score	51.1 (fairly difficulty to read)
2	Gunning Fog	11.6 (hard to read)
3	Flesch-Kincaid Grade Level	9.8 (Tenth Grade)
4	The Coleman-Liau Index	10 (Tenth Grade)
5	The SMOG Index	8.5 (Ninth Grade)
6	Automated Readability Index	8.2 (12-14 yrs. Old; Seventh and Eighth graders)
7	Linsear Write Formula	8.5 (Ninth Grade)

Based on these seven formulas, I judged the reading level to be about ninth grade or for the readers 13 and 14 years old (eighth and ninth graders), which might be fairly difficult even for advanced second language readers.

The average sentence length of the TGWIS V.10 items is 15, which falls in the range of 13-16 words for U.S. high school and adult readers. The TGWIS Version 10's text grade level is nine, slightly higher than the average reading level of seventh and eighth grade for U.S. high school and adult readers. The percent of three-syllable words in the TGWIS V.10 text is 14%, which is the high end of the average percent of three-syllable words for U.S. high school and adult readers, between 12-14% (See Figure 4).







(Green color) = Name of graph

(Pink color) = U.S. average grade level.

= Your text

Figure 4. Reading Level Test Results of the TGWIS V.10 (*Readabilityformulas.com.*, n.d.).

The TGWIS V.10 was used after randomizing the item order both on the Indiana University Qualtrics for online participants and also on the paper and pencil survey.

Data Collection Methods

Participants. According to Comrey and Lee (2013), for exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), a sample of 200 cases is "fair," 300 cases are "good" (also Guadagnoli & Velicer, 1988), 500 are "very good," and "1000 or more are excellent" (p. 217). Kahn (2006) suggests "at least 300 cases to be safe" (p. 701). Thus for the present study 300 cases was considered acceptable as a minimum sample size to conduct EFA and CFA for the TGWIS survey with eight principal constructs.

I collected survey data in following stages:

Sample recruitment and data collection procedure. I recruited international graduate students in the US to participate in a 10-15 minute online survey on their experiences of academic writing in English in the graduate and/or professional programs in the US. In order to find participants, I consulted with the Office of International Services at Indiana University Bloomington about ways to forward the approved survey to the international graduate students at Indiana University Bloomington. My acquaintances among the international graduate students and professors in several universities in the US were also initial contact points. I asked them to forward the survey to their contacts. From these starting points, I hoped that the survey would snowball to other international graduate students on campuses in the US. I also contacted the managers of several academic journals, conferences and listservs to find venues to distribute the TGWIS survey. I contacted U.S. international student associations (See Appendix D for a list of organization names). I contacted the international services offices at several universities as well, but did not receive any replies. To raise the rate of responses for random sampling, I also

contacted about 1,000 individual international graduate students in several U.S. research-oriented universities, prioritizing campuses reported as leading host higher education institutions or reported as offering the top three majors for international graduate students: engineering; business and management; and math and computer science (https://www.iie.org/). The contact information for these 1,000 international graduate students was available to the public on the university websites (See Appendix E for the list of universities at which I contacted individual students). Table 15 below shows the list of steps I took and the timeline to collect a targeted 500 sample size to test the validity and reliability of the TGWIS V.10 survey (see Table 15).

Table 15

Timeline of Data Collection for the TGWIS V.10

Data Collection of the TGWIS V.10			
	Contact points	Date	Actual sample size (Date)
1	Acquaintances to online survey link	June 14, 2017~	37 (June 20, 2017)
2	Office of International Services at Indiana University Bloomington	June 21, 2017~	165 (July 6, 2017)
3	Distribution of paper and pencil copies to acquaintances	June 23, 2017~	
4	Indiana University Classified announcement of survey recruitment	June 23, 2017~	
5	Contacting other university's international offices	July 7, 2017~	206 (July 31, 2017)
6	Scholarly email listservs	August 22, 2017~	248 (August 30, 2017)
7	Several Korean churches in the US through acquaintances	September 1, 2017~	277 (September 7, 2017)
8	Several graduate office administrators in the US	September 4, 2017~	298 (September 18, 2017)
9	Individual invitation emails (≈ 1,000) to international graduate students in the US	September 4, 2017~	340 (September 29, 2017)
10	Student organizations in the U.S. universities through email invitation and Facebook messages	October 5, 2017~	500 (December 1, 2017)

Summary of procedures. Participants completed the current version of the TGWIS online survey through Indiana University Qualtrics (https://uits.iu.edu/qualtrics). The survey elicited information about participants' graduate academic writing, degree goals, language learning experiences, self-efficacy of their academic writing competence, and basic demographic information. Participation in this survey was entirely voluntary and took about 15 minutes to complete. The responses were coded as unidentifiable data.

Measures. As described above, the TGWIS V.10 was developed to measure the psychological and social strengths of international graduate writers in English. The constructs included interest and motivation to pursue graduate academic writing; cognitive, individual, situational, social, and affective factors; self-confidence; growth mindset; and application of translingual and transcultural resources.

Ethical Considerations

The Institutional Review Board (IRB) of the Indiana University Bloomington approved this study protocol (see Appendix A). A modified versions of the TGWIS V.10 was reported to the IRB and received approval in September 2017. The major content of this amendment was information about a reward system by which survey respondents were entered into a drawing for stated rewards.

Statistical Data Analyses

Evaluation of the reliability and validity of the TGWIS V.10 (Comrey & Lee, 2013; Litwin, 1995) was performed using two statistical software packages: (1) Statistical Package for the Social Sciences Version 25.0 (SPSS Inc., Chicago, IL, USA) and analysis of a moment structures (Amos 23.0, Arbuckle, 2014). Descriptive statistics were calculated to report survey participants' characteristics. Reliability was examined by checking for internal consistency. A minimum Cronbach α of 0.70 was considered acceptable (Cormack, 2000). The factor structure of the TGWIS survey was tested and identified using exploratory factor analyses (EFA) with promax rotation with item-to-factor correlations of 0.40 or greater with no cross-loading exceeding .20 to consider the proper number of criterion variables using SPSS 25.0. After the EFA factor structure was determined, the confirmatory factor analyses (CFA) was conducted using Amos 23.0 with item-to-factor correlations of 0.40 or greater to determine the factor

structure of the TGWIS. Verification of the model's adequacy was based on the relative Chi-square test (CMIN/DF), the Tucker Lewis Index (TLI, also called the non-normed fit index or NNFI), the comparative fit index (CFI), and the root-mean-square error of approximation (RMSEA). According to cutoff criteria for fit indices suggested by Hu and Bentler (1999) and Hooper, Coughlan, and Mullen (2008), CMIN/DF < 3, TLI (NNFI) ≥ .95, CFI ≥ .95, and RMSEA < .07 indicated good model fit. TLI (NNFI) ≥ .90, CFI ≥ .90, and RMSEA < .06 indicated acceptable model fit in this study.

In summary, this chapter has described the steps of the development the TGWIS, an instrument related to international graduate writing and writers as translingual embodied selves from positive psychological perspective. Many efforts were made to design a quality survey study, including reviewing related literature, conducting three pilot studies, making multiple observations, engaging expert reviews, applying a content validity index, conducting cognitive interviews, and implementing think-aloud protocols (see also Appendix C). The target population for the TGWIS V.10 comprised international graduate students in U.S. universities, and a sample size of 500 was determined to be adequate to conduct exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to test the validity of the survey and its reliability. For participant recruitment, both referrals (snowball sampling) and random sampling methods were used to triangulate the data to strengthen the validity of the findings. Forty three student organizations and more than 1,000 international graduate students in 23 universities in the US were invited to participate in the TGWIS V.10, and 509 respondents were included after the data were cleaned. The results of this survey will be reported in the next chapter.

Chapter 4. Results

Overview of Goals and Methods

In Chapter 4, I report on the results of a tested measurement model of the Translingual Graduate Writers' Inventory of Strengths Version 10 (TGWIS V.10), of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), and of the test of reliability of the TGWIS V.10. First, I will report on the tested measurement model of the TGWIS V.10 to meet the first research objective. I will also discuss research objective 2-a (see Table 16 below) and its corresponding hypothesis. Second, I report on the result from the exploratory factor analysis of the first half of the sample (n=249) to address research objective 2-b and hypothesis 3. Next, I present confirmation of the result of the EFA by applying CFA to the second sample (n=260) to prove the model has acceptable model fit indices to address research objective 2-b and hypothesis 3. Lastly, I report the reliability test results for the modified TGWIS.10 model (N=509) to discuss research objective 2-b and hypothesis 2.

Table 16

TGWIS V.10 Models, Research Objectives, and Hypotheses

TGWIS V.10 Models	Research Objectives and Hypotheses
Tested measurement model	**Research Objective 1:** To test and modify the TGWIS survey measuring the psychological and social strengths of international graduate writers in English (interest and motivation to learn graduate academic writing; cognitive, individual, situational, social, and affective factors; self-confidence; growth mindset; and application of translingual and transcultural resources). **Research Objective 2:** To suggest a conceptual framework for the utilization of the TGWIS survey as a strengthfinder tool with international graduate writers in the U.S. universities as documented by the results of the newly developed and modified TGWIS survey: **a)** To test the modified TGWIS survey principle constructs and establish psychometric properties of the instrument, the hypothesis below will be tested: **Hypothesis 1:** Social and demographic factors; degree goal; early English experience; and self-efficacy and self-theories on English academic writing are associated with strengths in academic writing among international graduate writers.
Hypothesized model	**Research Objective 2:** To suggest a conceptual framework for the utilization of the TGWIS survey as a strengthfinder tool with international graduate writers in the U.S. universities as documented by the results of the newly developed and modified TGWIS survey: **b)** To test the modified eight principal constructs of strengths of international graduate writers by utilizing the TGWIS survey, the hypotheses below will be tested: **Hypothesis 3:** Exploratory factor analysis will produce factor loadings of 0.40 or greater for the above eight principal constructs.
Final model	**Hypothesis 2:** Each of the above eight principal constructs has an internal consistency reliability using Cronbach's alpha of 0.70 or greater. **Hypothesis 3:** Confirmatory factor analysis will produce factor loadings of 0.40 or greater for the above eight principal constructs.

Tested Measurement Model of the TGWIS V.10

As discussed in the previous chapters, the purpose of this study is to develop the Translingual Graduate Writer's Inventory of Strengths Version 10 (TGWIS V.10) to reflect how international graduate students in the U.S. universities perceive their strengths as academic writers in the following eight psychological and social dimensions: Interest/Motivation to pursue graduate academic writing (GAW) in English, individual and personal characteristics of

translingual graduate academic writers (from the perspective of "growth mindset"), affective factors in GAW in English, self-confidence in GAW in English, cognitive learning strategies to learn and improve GAW in English, situational factors of field-specific GAW styles, social factors of GAW in English, and translingual factors in GAW.

The TGWIS V.10 has been adapted from the previous versions of the survey questionnaire based on the feedback and comments from the pilot test, three rounds of content validity indexing (CVI), expert reviews, and cognitive interviews to be used as the primary measurement tool of this dissertation (see Appendix G). Several newly designed items have been included in the five domains of cognitive learning strategies for GAW in English, individual and personal characteristics of graduate academic writers (from the perspective of "growth mindset"), situational factors of field-specific GAW styles, affective factors of GAW in English, and translingual practices in GAW in English. The eight principal constructs of the TGWIS V.10 are described in the following section. The items of each principal construct will be reported with its own statement number in the form of [s#] to correspond to the TGWIS V.10 sample data.

Principal Construct 1: Interest and Motivation to pursue graduate academic writing (GAW) in English

This dimension is one of the primary factors in translingual graduate writers' decision to pursue their graduate study abroad in the US. Below are the items in the principal construct 1 of the TGWIS V.10, revised and refined mainly by rephrasing the wording:

[s35] I would like to learn about academic writing in English in my graduate degree program.

[s47] I find learning about graduate academic writing in English interesting.

[s22] I would like to learn about graduate academic writing in English in my discipline.

[s39] I would like to learn about writing in the American academic writing context.

[s28] I would like to learn more in order to become proficient in academic writing in English.

Principal Construct 2: Cognitive learning strategies to learn and improve GAW in English

Intentional actions of searching for and utilizing resources on campus and plans to develop and improve GAW in English (O'Malley & Chamot, 1990; Oxford, 1990, 1993, 1994) replaced the items under the second dimension in previous TGWIS versions. The first three and the last of the following five items were created for this version, and the fourth item was revised for clarification of the meaning:

[s25] I have my academic writing in English proofread by a native speaker of English before I submit it.

[s43] I am more likely to rely on the commentary of my teachers than on student readers' comments on my academic writing in English.

[s31] When I write for academic purposes, I consult reference books on scholarly writing and style in English.

[s3] I have a specific action plan to help me reach my academic writing goals such as learning new English vocabulary used in academia.

[s23] I use academic writing tutorial services on campus to improve my academic writing in English.

Principal Construct 3: Individual and personal characteristics of translingual graduate academic writers (from the perspective of "growth mindset")

The following items were designed to draw attention to, encourage, and acknowledge the importance of such characteristics as persistence, resilience, positive attitudes, and willingness to work hard that translingual graduate writers may have or aspire to have in their pursuit of competency in GAW in English. From the positive psychology and growth mindset perspective (Dweck, 2000; Dweck, 2006; Dweck, 2008; Dweck, 2010; Dweck & Master, 2009; Nakamura & Csíkszentmihályi, 2002; Nakamura & Csíkszentmihályi, 2009; Seligman, 2002; Wong, 2006a), an individual translingual graduate writer's personal characteristics may be considered as strengths in developing his/her own strategies and skills for GAW in English (Clifton & Harter, 2003; Gallup, 2005; Lee & Oxford, 2008, Peterson & Seligman, 2004; Seligman, 2002). The wording of the five items in the principal construct 3 of the TGWIS V.10 was changed to clarify the meaning and moved from the principal construct 1 and the principal construct 2 to capture individuals' personal characteristics and strengths as translingual graduate writers of English:

[s4] I can successfully finish writing a research article in English if I don't give up.

[s13] I am motivated to learn as much as I can to improve my writing in English for academic purposes.

[s37] My academic writing typically goes through multiple edits.

[s45] My love of learning is closely related to my success in learning about academic writing in English.

[s32] I learn from my English mistakes to improve my English academic writing skills.

Principal Construct 4: Situational factors of field-specific GAW styles

While working with the experts who participated in the three rounds of CVI, I substantially revised dimension 4. These experts suggested improving the construct validity of the principal construct 4 by replacing the items or changing the overall concept. In the cognitive interviews following CVI, they asked me to explain the meaning of situational factors, which was the name of this principal construct in earlier versions of the TGWIS. When I named this factor in the previous versions, I was referring to factors to measure the relationship of translingual graduate students' writing to their field of study. However, the expert reviewers recommended focusing on how translingual graduate writers' knowledge of different academic writing styles in English and in their first language in their field of study may be strengths. I added five new items (see below) to show how translingual graduate writers pursue English GAW skills by noticing the different academic writing styles and "activat[ing] their negotiation strategies of shuttling between [languages] to achieve intelligibility in polycentricity" (Canagarajah, 2013a, pp. 9, 79-89, 170).

[s33] I know how to write in English for academic purposes in my study field.

[s18] I realize that academic writing style can vary according to the language being used.

[s27] In my study field, I can compare the differences in academic writing style between English and another language.

[s17] I can change my academic writing style based on the language I use while writing in my study field.

[s30] I notice the culture-specific features of the rhetoric in the English academic writing styles at the U.S. research universities of my field.

Principal Construct 5: Social factors of GAW in English.

Principal construct 5 sheds light on the role of writing in establishing one's professional identity and full membership in an academic community, both at present and in the future. To avoid the possibility of double-barreled meaning, I deleted "professional" from the items in this principal construct. I also rephrased awkward and/or obscure items to address the importance of GAW in English that that connected writers with others in the same or similar fields and established their presence in relevant communities of practice (CoP) (Wenger, 1998). With these revisions, the following six items were adapted from Lin, Cheng and Lin's (2014) "connectedness value":

[s16] My academic writing skills in English are important for me to succeed in my field.

[s11] Having the ability to write in English for academic purposes allows me to communicate with other scholars in my field of study.

[s2] Being good at writing in English in my academic field is important when I look for a job or pursue further studies.

[s21] I would like more opportunities to collaborate with scholars in my academic community through academic writing in English.

[s29] Writing in English will increase my chances of participating in the activities of my research field (i.e., presentations at professional conferences and publications).

[s38] English academic writing allows me to connect with other scholars in my study field.

Principal Construct 6: Affective factors in GAW in English

Previous studies of affective factors of writing have focused on negative emotional experiences such as writing apprehension and writing anxiety (Boice, 1990; Cheng, 2004; Cheng, 2004; Cheng, Horwitz & Schallert, 1999; Lee 2001). However, in this study, the positive components of emotional intelligence (EQ), described by Salovey and Mayer (1990) as "perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions" (p.164) are the focus. Being aware of emotions and managing them properly while writing for academic purposes may contribute to better writing outcomes for translingual academic writers as well as benefit their mental health. The following six items were adapted from Gardner, Tremblay and Masgoret (1997):

[s34] I talk to someone about how I feel when I write in English for academic purposes.

[s5] I feel at ease when called upon to discuss my current academic writing project(s).

[s36] I feel comfortable having my academic writing in English proofread by my colleagues or other scholars.

[s7] When I write in English for academic purposes, I control my feelings of anxiety.

[s19] I feel comfortable that my research projects are aligned properly with a specific academic area.

[s14] I feel more comfortable as a writer of academic English when my readers value me as bilingual.

Principal Construct 7: Self-confidence in GAW in English

Five items on language learners' self-confidence and self-esteem as translingual graduate academic writers in English were adapted from the writing anxiety surveys of Gardner, Tremblay and Masgoret (1997) and Daly and Miller (1975), rephrased to accentuate translingual academic writers' strength and strategies:

[s8] I feel confident when asked to write academic papers in English.

[s15] I know what the unique English writing contribution I want to make to my research field is.

[s10] My academic writing in English shows that I am knowledgeable about my field.

[s41] My academic writing in English demonstrates my expertise in my field.

[s20] My academic writing in English reflects my knowledge about current issues in my field.

Principal Construct 8: Translingual factors in GAW in English

Through the lens of Canagarajah's (2013) translingualism, I have explored how translingual graduate writers develop their research ideas. In conversations with translingual faculty informants on their strategies for finding their research niche, I learned that their translingual/transcultural experience and identity often impacted their decisions when selecting research topics, subjects and sites. For this section, I created the following six new items:

[s1] I use resources in another language when I write in English for academic purposes.

[s9] I am proficient in at least two languages and use them for my academic writing in English.

[s40] I search online in another language to learn the meanings of new concepts in English.

[s24] My cultural background offers research ideas for my academic writing in English.

[s12] My cultural background offers material for my academic writing in English.

[s6] Previous studies written in another language provide resources for my academic writing in English.

Based on the results from the pilot tests of the TGWIS V.1 and V.3, cognitive interviews, exploratory factor analysis of the TGWIS V.1, advice and feedback from the dissertation committee and expert reviewers through CVI, and subsequent cognitive interviews, I decided to develop the TGWIS survey to serve ultimately as a measurement model for my primary data collection. In the next section, I will report the descriptive statistical results of the demographic information of the sample and the TGWIS V.10 statements.

Descriptive Statistical Results of Demographic Information

The original sample of 513 international graduate students and international scholars reported their gender, age, status and experiences in their graduate degree programs, highest degree they currently possessed, home country, and early English learning and writing experiences. From the initial sample, four were excluded as possibly bogus because they gave the same answer for all the TGWIS V.10 items. A final sample of 509 current and/or former international graduate students and international scholars in U.S. universities consisted of 221 male (43.4 %), 286 female (56.2 %) and one with other gender identity (0.2 %). Of these, 502 reported their ages ranging from 18 to 77 years old (M= 31.02, SD= 6.94) of whom the majority (454) were international graduate students or scholars in their 20's or 30's. Thirty six participants were in their 40's (7.17 %) and 11 were in their 50's or older (2.19 %). Regarding their countries of origin, nearly one third of the total sample was from South Korea (31.5 %), followed by China (18.71 %), India (16.48 %), Turkey (3.56 %), Taiwan (3.34 %), Saudi Arabia (2.23 %), US

(2.23 %), and the remaining 25% from Hong Kong, Japan, Indonesia, Mexico, Brazil, Argentina, France, Germany, Nigeria, Rwanda, and so on in groups of less than 2%. As their highest degree, almost half (48.3 %) held master's degrees, followed by doctoral degrees (25 %), bachelor's degrees (22.4 %), and professional graduate degrees (3.5 %). The demographic information of the TGWIS V.10 participants is reported in the Table 17 below (see also Figures 5 to 9):

Table 17

Participant Demographic Characteristics of the TGWIS V.10 Sample (N = 509)

Variables	*N* (%)
Gender	
Male	221 (43.4%)
Female	286 (56.2%)
Other gender identity	1 (0.2%)
Age	
20s	243 (48.41%)
30s	211 (42.03%)
40s	36 (7.17%)
≥50s	11 (2.19%)
Home country	
South Korea	176 (31.5%)
China	87 (18.71%)
India	79 (16.48%)
Turkey	18 (3.56%)
Taiwan	17 (3.34%)
Saudi Arabia	12 (2.45%)
U.S.A.	11 (2.23%)
Other groups ≤ 2%	105 (25%)
Highest degree	
Bachelor's	114 (22.4%)
Master's	246 (48.3%)
Doctoral	127 (25%)
Professional graduate	18 (3.5%)
Field of study	
Social Sciences & Humanities	284 (55.8%)
STEM	151 (29.7%)
Medical Fields	38 (7.5%)
Arts & Music	29 (5.7%)

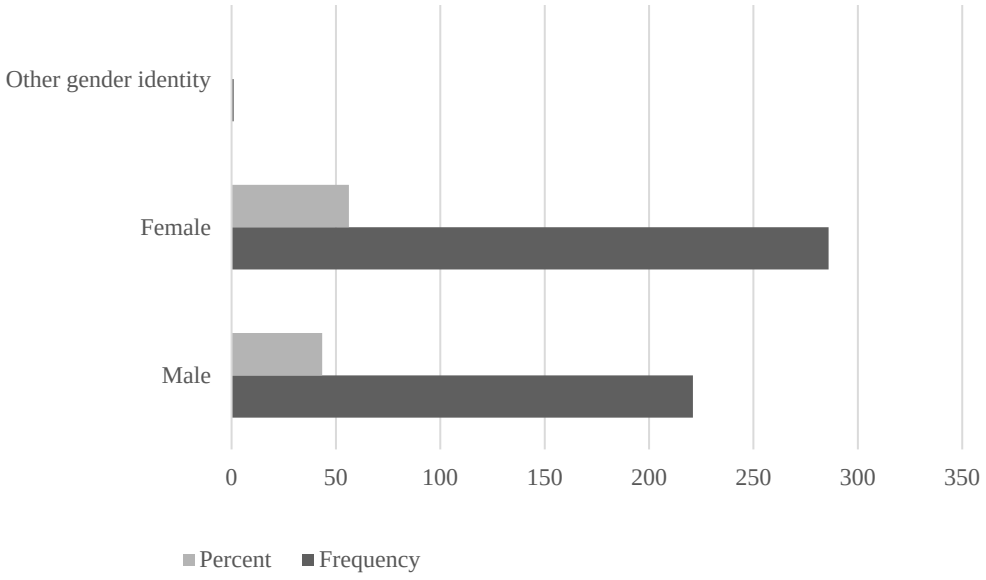


Figure 5. Gender of the TGWIS V.10 Participants

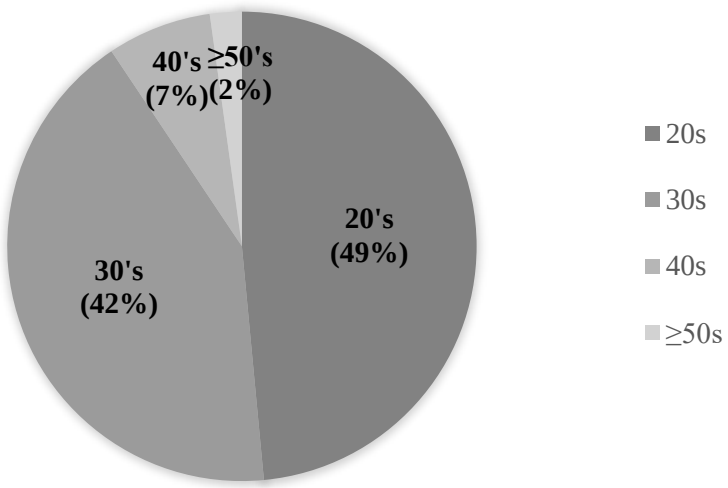


Figure 6. Age of the TGWIS V.10 Participants

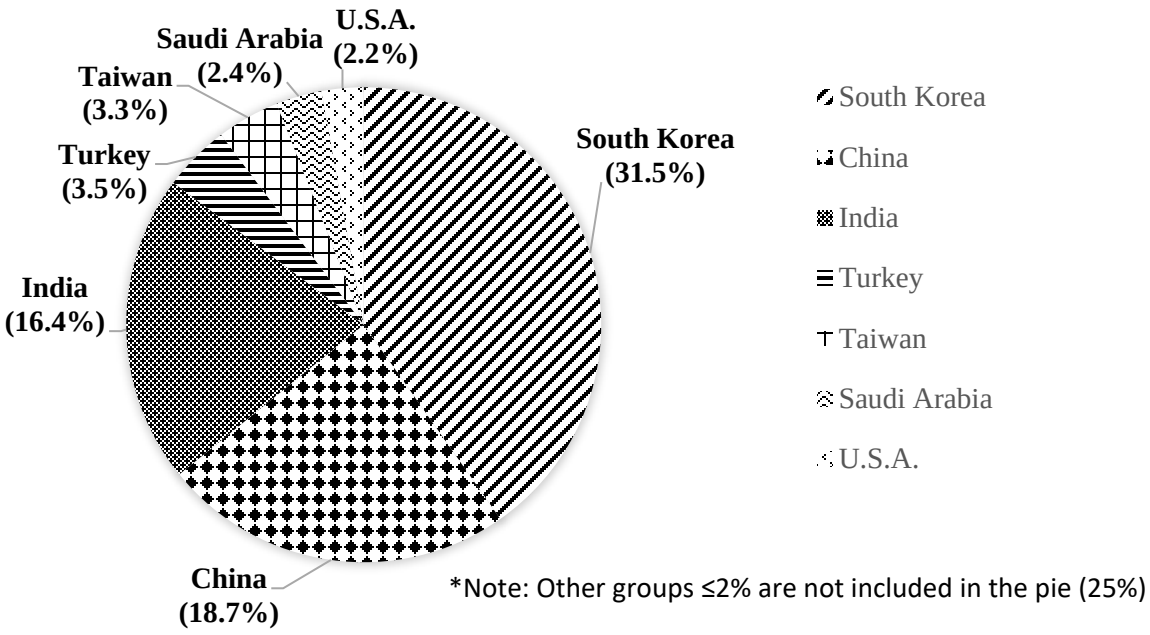


Figure 7. Home Country Origins of the TGWIS V.10 Participants

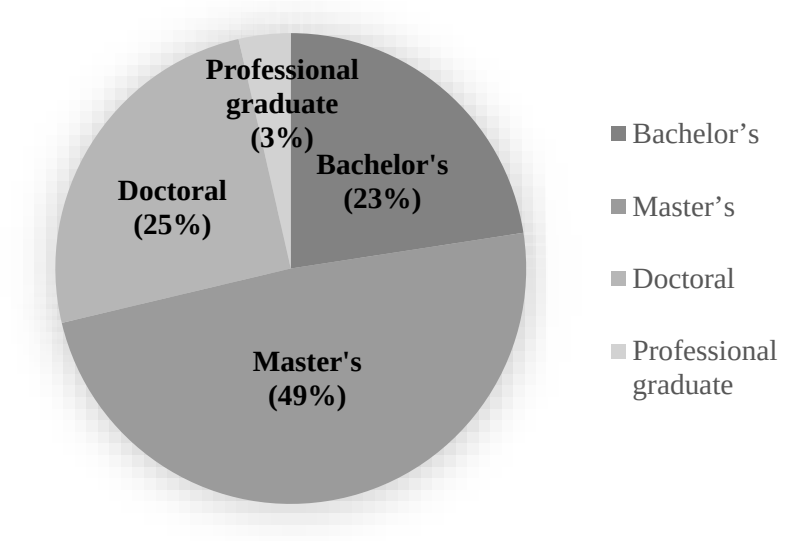


Figure 8. Highest Degree of the TGWIS V.10 Participants

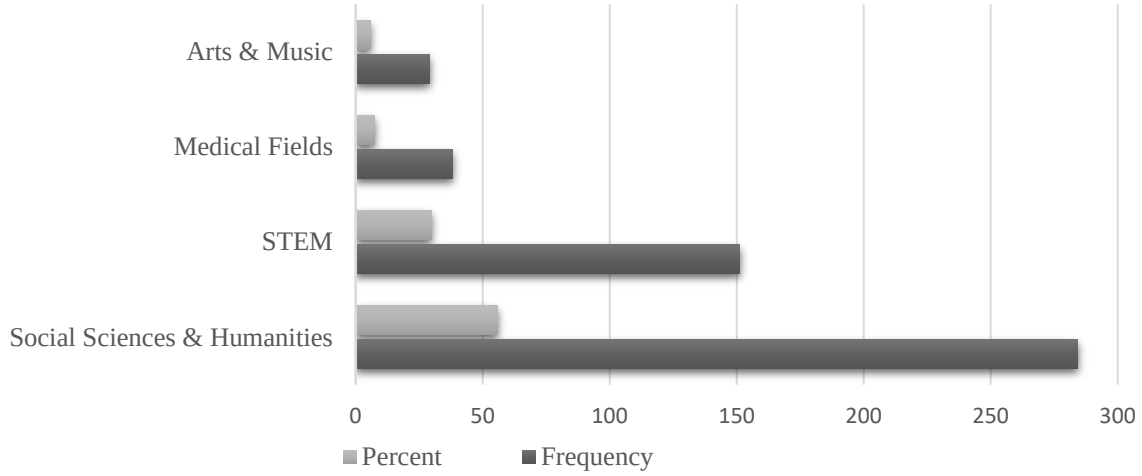


Figure 9. Fields of Study of the TGWIS V.10 Participants

In chapter 3, I described how the cleaned data of responses from 509 international graduate students and scholars in the US were analyzed using SPSS 25.0 and Amos 23.0. These data were randomly divided to conduct exploratory factor analysis (EFA) (*n*=249) and confirmatory factor analysis (CFA) (*n*=260) to test the validity of the survey and its reliability (Comrey & Lee, 2013; Fabrigar et al., 1999). Following are discussions of these statistical analyses.

Exploratory Factor Analysis (EFA) of the TGWIS V.10

Parallel analysis (Horn, 1965) was used to determine the number of factors to retain, and the result showed that the eigenvalues for the first factor (8.26), the second factor (4.95), and the third factor (3.01) derived from the TGWIS V.10 data was higher than the 95 percentile of random eigenvalues generated from 5,000 random datasets. However, the eigenvalue for the fourth factor from the TGWIS V.10 (1.67) was slightly lower than that from the random datasets (1.71). The scree plot test also favored a three-factor solution. Nevertheless, the eigenvalue of the fourth factor from the real data is only slightly lower than that from the random data. Moreover, I

examined both a 3-factor and a 4-factor structure from the exploratory factor analysis (EFA) results and the 4-factor solution was more interpretable (i.e., there is a common theme to the items in a factor).

Exploratory factor analysis (EFA) was conducted with the first half of the data set (n=249) using SPSS 25.0 to examine and develop the psychometric soundness of the TGWIS V.10. I tested the factor structure of the TGWIS V.10 using principal axis factoring (PAF) and oblique rotation of promax for EFA (Fabrigar et al., 1999).

The TGWIS V.10 was originally designed with eight factors. The PAF EFA result was aligned with the suggested number of factors with promax rotation with item-to-factor correlations of 0.40 or greater with no cross-loading exceeding .20.

Factor loadings. By examining the pattern matrix with PAF with promax rotation, 16 out of 43 items loaded on the four hypothesized factors: five items onto dimension 1 (principal construct1: interest/motivation to pursue GAW in English); five items onto dimension 2 (principal construct 7: self-confidence in GAW in English); three items onto dimension 3 (principal construct 5: perceived professional value of GAW in English); and three items onto dimension 4 (principal construct 8: using translingual resources in GAW in English) (see Table 18 and Figure 11 below).

Table 18

Item Factor Loadings, Means, and Standard Deviations for the TGWIS V.10

	EFA					
Item	1	2	3	4	*M*	*SD*
[s35] I would like to learn about academic writing in English in my graduate degree program.	0.773				3.84	1.09
[s22] I would like to learn about graduate academic writing in English in my discipline.	0.752				3.96	0.98
[s39] I would like to learn about writing in the American academic writing context.	0.748				3.87	0.98
[s28] I would like to learn more in order to become proficient in academic writing in English.	0.729				4.13	0.95
[s47] I find learning about graduate academic writing in English interesting.	0.618				3.68	1.01
[s8] I feel confident when asked to write academic papers in English.		0.829			3.44	1.14
[s10] My academic writing in English shows that I am knowledgeable about my field.		0.707			3.85	0.90
[s33] I know how to write in English for academic purposes in my study field.		0.650			3.97	0.82
[s5] I feel at ease when called upon to discuss my current academic writing project(s).		0.606			3.54	1.08
[s20] My academic writing in English reflects my knowledge about current issues in my field.		0.560			3.92	0.91
[s16] My academic writing skills in English are important for me to succeed in my field.			0.777		4.41	0.81
[s29] Writing in English will increase my chances of participating in the activities of my research field (i.e., presentations at professional conferences and publications).			0.665		4.33	0.85
[s2] Being good at writing in English in my academic field is important when I look for a job or pursue further studies.			0.626		4.48	0.77
[s1] I use resources in another language when I write in English for academic purposes.				0.827	2.51	1.24
[s6] Previous studies written in another language provide resources for my academic writing in English.				0.715	2.69	1.28
[s40] I search online in another language to learn the meanings of new concepts in English.				0.589	3.14	1.31

Notes. In the exploratory factor analysis (EFA) with Extraction Method: Principal Axis Factoring and Rotation Method: Promax with Kaiser Normalization (n = 249). Means and standard deviations are based on the total sample (N = 509).

By examining the pattern matrix of the TGWIS V.10 with promax rotation, I found that all 16 item-to-factor correlations were at .40 or above with no cross-loading exceeding .20. Two items under dimension 2 (principal construct 7: self-confidence in GAW in English) in Table

18—[s5] and [s33]—were well aligned theoretically in this principal construct and moved from the principal construct 4 ([s33]) and the principal construct 6 ([s5]) in the tested measurement model of the TGWIS V.10 reflecting the factor loadings driven by the TGWIS V.10 data. This hypothesized model of the TGWIS V.10 with four factors and 16 items (see Figure 10 below) was tested for the confirmatory factor analysis: Five items of the principal construct 1 (interest/motivation to pursue GAW in English; s22, s28, s35, s39, and s47), five items of the principal construct 7 (self-confidence in GAW in English; s5, s8, s10, s20, and s33), three items of the principal construct 5 (perceived professional value of GAW in English; s2, s16, and s29), and three items of the principal construct 8 (using translingual resources in GAW in English; s1, s6, and s40) in the following section.

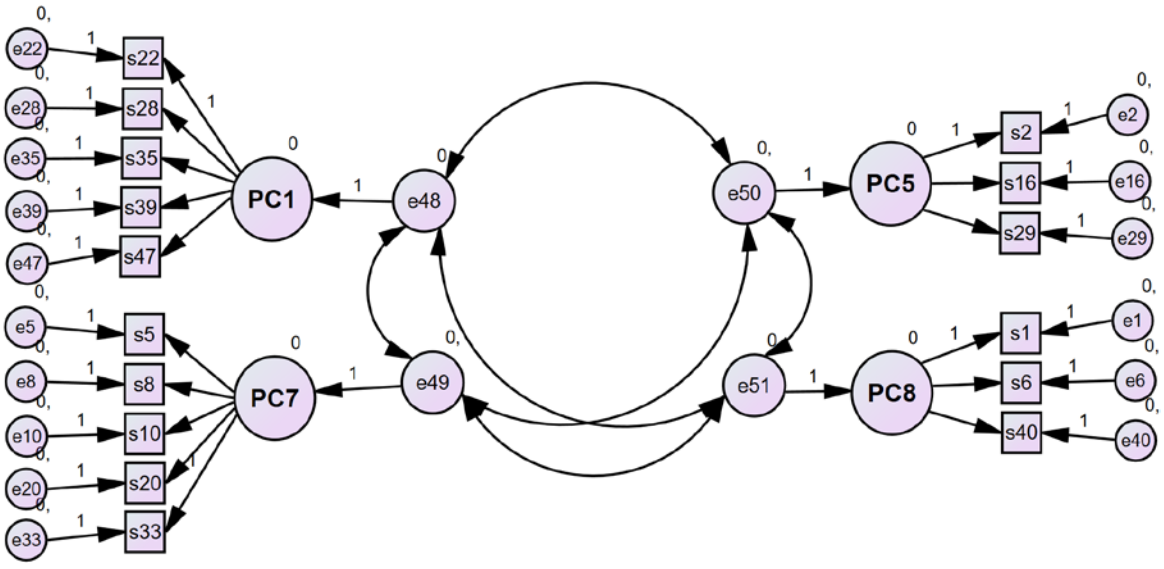


Figure 10. The Hypothesized Model of the TGWIS V.10

The Hypothesized Model of the TGWIS V.10

This hypothesized model depicted by Figure 10 contains four factors with 16 items. As discussed in the next section, this model was tested by confirmatory factor analysis (CFA) with a maximum likelihood estimation method with standard errors using Amos 23.0.

Confirmatory Factor Analysis (CFA) of the TGWIS V.10

After the EFA factor structure was determined, the confirmatory factor analysis (CFA; *n*=260) was conducted using Amos 23.0 with item-to-factor correlations of 0.40 or greater to determine the factor structure of the TGWIS V.10 (see Figure 11 and Table 19 below).

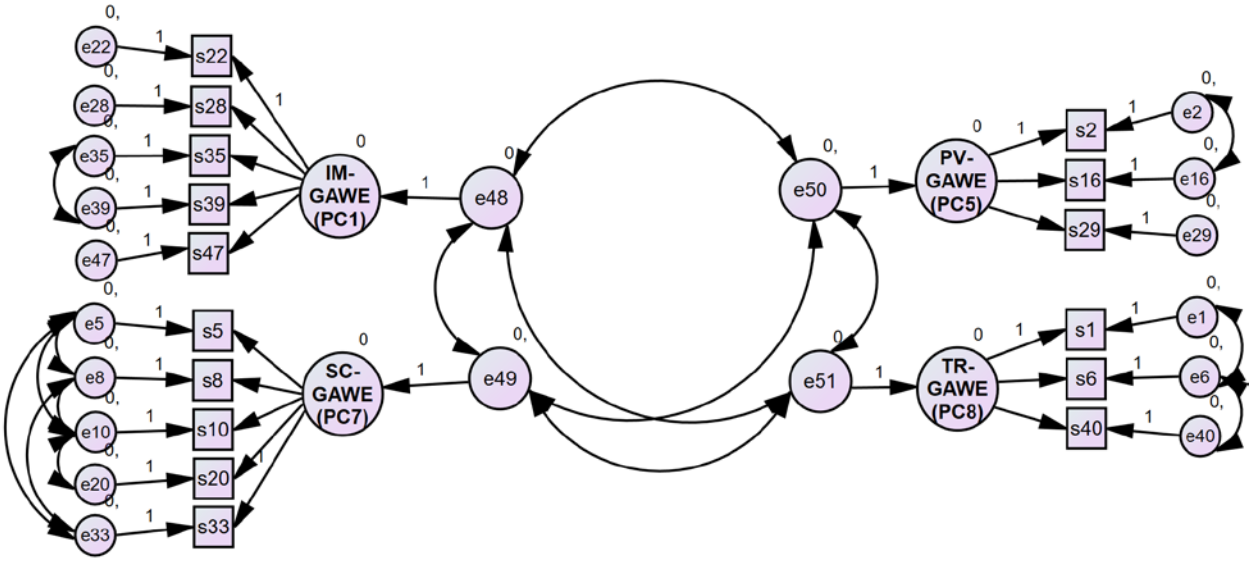


Figure 11. The CFA Final Measurement Model of the TGWIS V.10

The verification of the model's adequacy was assessed based on the relative Chi-square test (CMIN/DF), the Tucker Lewis Index (TLI, also called the non-normed fit index or NNFI), the comparative fit index (CFI), and root-mean-square error of approximation (RMSEA).

Table 19

Goodness-of-Fit Indicators for the CFA Measurement Model of the TGWIS V.10

Model	χ^2	*df*	CMIN/DF ($\chi^{2/}df$)	CFI	TLI	RMSEA	90% CI
CFA Measurement Model of the TGWIS V.10	176.821*	88	2.009	.94	.90	.06	[.049, .076]

Notes. In the confirmatory factor analysis (CFA) (n = 260). Chi-square test (CMIN/DF), Tucker Lewis Index (TLI), also called the non-normed fit index (NNFI), comparative fit index (CFI), and root-mean-square error of approximation (RMSEA)
* $p < .01$.

According to the cutoff criteria for fit indices suggested by Hu and Bentler (1999) and Hooper, Coughlan, and Mullen (2008), CMIN/DF < 3, TLI (NNFI) ≥ .95, CFI ≥ .95, and RMSEA < .07 indicated good model fit. TLI (NNFI) ≥ .90, CFI ≥ .90, and RMSEA between .05 and .08 indicated acceptable model fit in this study (Bentler, 1990; Browne & Cudeck, 1992; Hu & Bentler, 1999).

The CFA Final Measurement Model of the TGWIS V.10

The CFA final measurement model had an acceptable fit to the data (*n*=260) as reported in the previous section, which is reported as final model of this study. This final model of the TGWIS V.10 was confirmed by the dissertation committee members, who cross checked the feedback from individual conferences on this study, resulting in the acceptance of the validity and reliability of the TGWIS V.10 as a tool to measure translingual graduate writers' social and psychological dimensions. After reviewing the CFA results including the model fit indices of the TGWIS V.10, the committee members advised me to consider renaming the dimensions, particularly principal construct 5: Social connectedness factors in GAW in English. Therefore, the newly coded names of each principal construct as abbreviation of the renamed dimensions are given so that the readers can identify them as distinct principal constructs of the final

measurement model of the TGWIS V.10: [IM-GAWE] for “Interest/Motivation to pursue GAW in English”; [SC-GAWE] for “Self-confidence in GAW in English”; [PV-GAWE] for “Perceived professional value of GAW in English”; and [TR-GAWE] for “Using translingual resources in GAW in English.” This final measurement model of the TGWIS V.10 is reported with the statistical results of its items in Table 20 below:

Table 20

Item Factor Loadings of the CFA Final Measurement Model of the TGWIS V.10

Dimensions		Items	Factor loadings
Interest and motivation to pursue graduate academic writing (GAW) in English ([IM-GAWE] (principal construct 1), 5 items)	[s35]	I would like to learn about academic writing in English in my graduate degree program.	.727
	[s28]	I would like to learn more in order to become proficient in academic writing in English.	.665
	[s39]	I would like to learn about writing in the American academic writing context.	.730
	[s47]	I find learning about graduate academic writing in English interesting.	.566
	[s22]	I would like to learn about graduate academic writing in English in my discipline.	.761
Self-confidence in GAW in English ([SC-GAWE] (principal construct 7), 5 items)	[s10]	My academic writing in English shows that I am knowledgeable about my field.	.623
	[s20]	My academic writing in English reflects my knowledge about current issues in my field.	.547
	[s33]	I know how to write in English for academic purposes in my study field.	.636
	[s8]	I feel confident when asked to write academic papers in English.	.410
	[s5]	I feel at ease when called upon to discuss my current academic writing project(s).	.319
Perceived professional value of GAW in English ([PV-GAWE] (principal construct 5), 3 items)	[s2]	Being good at writing in English in my academic field is important when I look for a job or pursue further studies.	.597
	[s16]	My academic writing skills in English are important for me to succeed in my field.	.612
	[s29]	Writing in English will increase my chances of participating in the activities of my research field (i.e., presentations at professional conferences and publications).	.732
Using translingual resources in GAW in English ([TR-GAWE] (principal construct 8), 3 items)	[s1]	I use resources in another language when I write in English for academic purposes.	.547
	[s6]	Previous studies written in another language provide resources for my academic writing in English.	.736
	[s40]	Previous studies written in another language provide resources for my academic writing in English.	.902

Notes. The confirmatory factor analysis results (n = 260).

The item factor loadings results from the CFA of the TGWIS V.10 (*n*=206) confirms that the CFA final measurement model of the TGWIS V.10 is an acceptable model with four factors and 16 items, and it has good evidence of validity is a tool to measure translingual graduate writers' and international scholars' inventory of strengths as academic writers. To facilitate wide use of this final measurement model to support international graduate population in the US, the TGWIS V.10 will be an open-access survey distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. The reliability of the CFA measurement model of the TGWIS V.10 for the total sample (N = 509) is reported in the next section.

T-test and One-way ANOVA Results

In this section, the results of T-test or ANOVA to determine the correlations between the demographic information and the CFA final measurement model of the TGWIS V.10 (see Table 21 below) are reported. The demographic information includes the survey participants' gender, age, home country, highest degree, and field of study, and the categories of each independent variable were simplified for statistical analyses. For example, one single case reporting "Other gender identity" was changed to missing data.

Table 21

Differences in Four Factors of the CFA Final Measurement Model of the TGWIS V.10 According to Gender, Age, Home Country, Highest Degrees, and Study Fields (N = 509)

Variables	Interest and motivation to pursue graduate academic writing (GAW) in English ([IM-GAWE] (principal construct 1), 5 items)		Self-confidence in GAW in English ([SC-GAWE] (principal construct 7), 5 items)		Perceived professional value of GAW in English ([PV-GAWE] (principal construct 5), 3 items)		Using translingual resources in GAW in English ([TR-GAWE] (principal construct 8), 3 items)	
	M±SD	*t* or *F* (*p*)	M±SD	*t* or *F* (*p*)	M±SD	*t* or *F* (*p*)	M±SD	*t* or *F* (*p*)
Gender								
Male	3.82±0.79	-2.121	3.82±0.70	1.975	4.36±0.66	-1.447	2.65±1.03	-2.592
Female	3.97±0.78	(0.034)	3.69±0.74	(0.049)	4.44±0.66	(0.148)	2.89±1.04	(0.010)
Age								
20-29	3.85±0.82	1.068	3.83±0.73[a]	4.533	4.31±0.71[a]	4.743	2.71±1.07	4.264
30-39	3.96±0.71	(0.344)	3.63±0.75[a]	(0.011)	4.49±0.58[a]	(0.009)	2.93±0.96	(0.015)
≥40	3.87±0.98		3.84±0.56		4.50±0.70		2.53±1.15	
Home country								
South Korea	3.93±0.70	2.675	3.51±0.67[a,b]	8.23	4.44±0.64	1.194	3.13±0.89[a,b]	19.407
China	4.06±0.73	(0.010)	3.67±0.73	(< 0.0001)	4.41±0.64	(0.305)	3.11±0.88[c]	(< 0.0001)
India	3.67±0.90		4.08±0.57[a]		4.26±0.71		1.82±0.86[a,c,d,e,f]	
Turkey	3.80±0.85		3.76±0.66		4.35±0.60		2.78±0.91[d]	
Taiwan	4.16±0.61		3.45±0.81		4.31±0.79		3.55±0.83[e,g]	
Saudi Arabia	3.88±0.75		3.60±0.64		4.44±0.57		2.58±0.91	
U.S.A.	3.36±1.25		4.05±0.52		4.15±0.90		2.42±1.14	
Other groups ≤ 2%	3.93±0.81		3.98±0.79[b]		4.50±0.64		2.62±1.08[b,f,g]	

Highest degree								
Bachelor's	3.78±0.80	1.217	3.71±0.73	2.735	4.28±0.65[a]	7.1	2.65±1.14	1.704
Master's	3.92±0.79	(0.303)	3.69±0.74	(0.043)	4.41±0.67[b]	(< 0.0001)	2.83±1.03	(0.165)
Doctoral	3.95±0.80		3.91±0.69		4.57±0.56[a,c]		2.74±0.94	
Professional graduate	3.84±0.69		3.70±0.61		3.96±0.84[b,c]		3.17±1.06	
Field of study								
Social sciences & Humanities	3.98±0.76[a]	3.778 (-0.011)	3.72±0.72	4.967 (0.010)	4.51±0.58[a,b]	9.475 (< 0.0001)	2.95±1.05[a]	9.975 (< 0.0001)
STEM	3.74±0.86[a]		3.88±0.69[a]		4.30±0.67[a,c]		2.44±1.02[a, b]	
Medical fields	3.99±0.73		3.72±0.70		4.44±0.76[d]		2.54±0.91	
Arts &Music	3.74±0.67		3.34±0.84[a]		3.91±0.89[b,c,d]		3.09±0.80[b]	

Note. Same letters indicate significant difference according to Scheffe post hoc analysis. M=Means. SD=standard deviations are based on the total sample (N = 509)

With regard to gender, the t-test results show that on average female respondents reported significantly greater interest and motivation to pursue graduate academic writing (GAW) in English (t(-2.121), $p > .05$), and greater possibility of using translingual resources in GAW in English (t(-1.975), $p > .05$). Male respondents reported greater self-confidence in GAW in English. The factor of the perceived professional value of GAW in English did not show a statistically significant gender difference.

This one-way ANOVA summarized in Table 21 was conducted to compare the effects of participants' age, home country, highest degree, and field of study on the four dimensions of the CFA final measurement model of the TGWIS V.10. There was a significant effect of age on self-confidence in GAW in English between 20s and 30s at the $p<.05$ level for the three conditions [$F(2, 498) = 4.533$, $p=0.011$]. There was also a significant effect of age between 20s and 30s on perceived professional value of GAW in English [$F(2, 498) = 4.743$, $p=0.009$]. There was a significant effect of the highest degree on perceived professional value of GAW in English between bachelor's and doctoral groups; between master's and professional graduate degrees; and between doctoral and professional graduate degrees at the $p<.05$ level for the three conditions [$F(3, 501) = 7.100$, $p<0.001$]. There was a significant effect of home country on self-confidence in GAW in English between South Koreans and Indians; and between South Koreans and other groups at the $p<.05$ level for the three conditions [$F(7, 497) = 8.230$, $p<0.001$]. There was also a significant effect of home country on using translingual resources in GAW in English between South Koreans and Indians; between South Koreans and other groups; between Chinese and Indians; between Turkish and Indians; between Indians and Taiwanese; between Indians and other groups; and between Taiwanese and other groups at the p<.05 level for the three conditions [$F(7, 497) = 19.407$, $p<0.001$]. There was a significant effect of field of study on interest and

motivation to pursue graduate academic writing (GAW) in English between social sciences and humanities and STEM majors at the $p<.05$ level for the three conditions [$F(3, 498) = 3.778$, $p=0.011$]. There was a significant effect of field of study on self-confidence in GAW in English between STEM and arts and music majors at the $p<.05$ level for the three conditions [$F(3, 498) = 4.967$, $p=0.010$]. There was a significant effect of field of study on perceived professional value of GAW in English between social sciences and humanities and STEM majors; between social sciences and humanities and arts and music majors; between STEM and arts and music majors; and between medical field and arts and music majors at the $p<.05$ level for the three conditions [$F(3, 498) = 9.475$, $p<0.001$]. There was a significant effect of field of study on using translingual resources in GAW in English between social sciences and humanities and STEM majors; and between STEM and arts and music majors at the $p<.05$ level for the three conditions [$F(3, 498) = 9.975$, $p<0.001$]. Post hoc comparisons using the Scheffe test indicated significant differences between groups according to age, home country, highest degree, and field of study on the four factors of the CFA final measurement model of the TGWIS V.10.

Correlations of Four Factors of the CFA Final Measurement Model of the TGWIS V.10

First, the results of the Pearson correlation of the CFA final measurement model of the TGWIS V.10 (see Table 20) indicated that there was a significant negative association between self-confidence in graduate academic writing in English ([SC-GAWE], principal construct 7) and using translingual resources in GAW in English ([TR-GAWE], principal construct 8) ($r = -.265$, $p < .001$, see Table 22 below).

Second, the results of the Pearson correlation of the CFA final measurement model of the TGWIS V.10 ($r = .390$, $p < .001$) indicated that there was a significant positive association between interest and motivation to pursue GAW in English ([IM-GAWE], principal construct 1)

and perceived professional value of GAW in English ([PV-GAWE], principal construct 5) (see Table 22 below).

Third, the results of the Pearson correlation of the CFA final measurement model of the TGWIS V.10 indicated that there was a significant positive association between interest and motivation to pursue GAW in English (IM-GAWE), principal construct 1) and using translingual resources in GAW in English ([TR-GAWE], principal construct 8) (r = .265, p < .001, see Table 22 below).

Lastly, the results of the Pearson correlation of the CFA final measurement model of the TGWIS V.10 indicated that there was a significant positive association between perceived professional value of GAW in English ([PV-GAWE], principal construct 5) and self-confidence in graduate academic writing in English ([SC-GAWE], principal construct 7) (r = .252, p < .001, see Table 22 below).

Table 22

The CFA Final Measurement Model of TGWIS V.10 Factor Correlations

Variables	1	2	3	4
1. Interest/Motivation to pursue GAW in English	1			
2. Self-confidence in GAW in English	-0.072	1		
3. Perceived professional value of GAW in English	.390**	.252**	1	
4. Confidence in using translingual resources in GAW in English	.265**	-.265**	-0.039	1

Note. **: Correlation is significant at the 0.01 level (2-tailed). (N=509)

In the correlation results above, the psychological and social components of the TGWIS V.10 are intertwined as I hypothesized in the survey development phases based on the literature on writing surveys.

Reliability Test

The final measurement model of the TGWIS V.10 is consisted of four factors: for the interest and motivation to pursue graduate academic writing in English subscale, five items, α = .84; for the self-confidence in graduate academic writer in English subscale, five items, α = .80; for the perceived professional value of graduate academic writing in English, three items, α = .73; and for the using translingual resources in graduate academic writing in English, three items, α = .74. Based on the EFA results and the CFA final measurement model of the TGWIS V.10, these 16 survey items were moved under the four principal constructs.

In chapter 4, I have reported the tested measurement model of the TGWIS V.10 with eight dimensions and 43 items including descriptive statistical results of demographic information (*N*=509), EFA (*n*=249) and CFA (*n*=260) results of the TGWIS V.10, and its reliability (16 items; α = .73) as well as how the social and psychological components of TGWIS V.10 correlated significantly with gender, age, nationality, highest degree, and field of study. In the next chapter, I discuss how these results can be interpreted.

Chapter 5. Discussion

The purpose of the present study was to develop the Translingual Graduate Writers' Inventory of Strengths (TGWIS) and to test its reliability and validity as a tool to investigate the positive features and strengths of translingual graduate writers. In the exploratory phase of developing the items, I first examined the academic writing strategies used by translingual graduate writers in order to suggest principal constructs to be considered for the TGWIS. As I discussed in chapter 1, this study is focused specifically on the learning processes of international graduate students in the US as they acquire academic writing in English and on related affective factors. Its purpose is to encourage translingual graduate writers to identify their strengths and to explore ways to improve their academic writing skills. Previous studies of L2 writing have not paid sufficient attention to psychological and affective dimensions of the international graduate writers. Therefore, in the literature review I brought together two related lines of research, 1) L2 writing in academic English, and 2) psychological and affective dimensions of second and/or foreign language learning, especially as related to strengths of international scholars in their academic writing. Based on the conceptual frameworks of translingualism (Canagarajah, 2013a), embodied self (Kramsch, 2009), Strength-Centered Therapy (Wong, 2006a), positive psychological perspectives (Lopez, Pedrotti & Snyder, 2015; Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002), and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009), the TGWIS V.10 resulting from the study was tested for its reliability and validity as an instrument to promote a positive perspective on translingual academic writers. To test the measurement model of the TGWIS V.10, I designed eight principal constructs consisting of four psychological components and four social

components of the process of learning graduate academic writing as experienced by international graduate students and scholars in the US.

After being developed through ten stages of examination and revision, the tenth version of the TGWIS was tested for validity and reliability as a tool to assess the social and academic strengths of international graduate students' acquisition of graduate academic writing (GAW) in English. In its present form, the instrument had 43 items grouped under eight principal constructs—four about the psychological dimensions; and the other four about the social dimensions of pursuing GAW in English as a translingual graduate writer. Although I hypothesized that these eight principal constructs would measure the psychological and social strengths of international graduate writers in English, only four principal constructs comprising 16 out of the 43 items were supported by the exploratory factor analysis (EFA) of the TGWIS V.10 (n=249). This hypothesized model of the TGWIS V.10 from the EFA results was also supported by a final confirmatory factor analysis (CFA; n=260), resulting in a final measurement model with acceptable model fit indices. Therefore, the primary goal of this study was achieved by showing that the CFA final measurement model of the TGWIS V.10 with four principal constructs of 16 items could serve as a tool to measure the strengths of translingual graduate writers in English with adequate reliability (16 items; $\alpha = .73$). In the next section, I will discuss the findings of this study according to the research objectives.

Findings and Discussion

EFA and expert reviews of the TGWIS V.10 sample resulted in a modified hypothesized model of the TGWIS V.10 (see Table 18 and Figure 10). The test results suggested moving certain items to principal constructs other than those to which they were originally designated. Also the results identified many cross-loaded items, that is, items that could be combined under

concepts with explanatory power over those items. For example, statement [s 5] “I feel at ease when called upon to discuss my current academic writing project(s)” was developed as an item under the principal construct 6 addressing affective factors of graduate academic writing in English (Gardner, Tremblay and Masgoret, 1997). Also [s 33] “I know how to write in English for academic purposes in my study field” was originally under the principal construct 4, one of the social factors of GAW in English and a newly created concept to measure translingual graduate academic writer’s potential for employing their “negotiation strategies” as translingual writers with bi-/multi-lingual knowledge of different academic writing styles by effectively shuttling between languages and attending to the different writing styles in English and their L1 in order to maximize their opportunities to publish their work in both languages. This item was cross-loaded with the principal construct 7 addressing respondents’ self-confidence in GAW in English and their self-concept as translingual writers with bilingual academic writing proficiency, which could be considered as self-confidence as academic writers. Therefore, based on the EFA results and expert consultation, this item was moved for both theoretical and practical reasons to the principal construct 7 to function better in the survey and raise the reliability of this principal construct by assigning at least three items to it.

In the process of conducting the EFA, the number of items selected was reduced far fewer than the half of the original 43 survey items. In this process of reduction, I struggled with ambivalence between the advisability of removing any extraneous items for a clear and concise survey and wanting to retain as many items as possible given all the time and effort I had invested in developing and testing each one of them through multiple stages with support from experts in my field. After I had consulted with each of my dissertation committee members individually, we reached consensus in favor of simplicity of the survey tool.

The EFA results also showed that certain items grouped under the four factors could be absorbed into counterpart items, and the redundancy might lengthen the survey unnecessarily and interfere with testing other items because the repetition and prolonged survey time could exhaust respondents they withdraw their attention and efforts before completion the survey. Also the reduction of the number of factors from eight to only four might have been due to the survey having too many factors and 43 items in one frame of the questionnaire. The data of the 509 respondents indicated that they cognitively assumed that there must be items related to the same or similar concepts and so grouped them as one principal construct, suggesting there might be four or fewer principal constructs for a survey of this length.

The CFA final measurement model of the TGWIS V.10 is a tested instrument to promote a positive perspective on translingual graduate writers with four factors and 16 items. As shown on Table 20 in the previous chapter, there are two factors related to psychological aspects of GAW in English, which are interest and motivation to pursue graduate academic writing (GAW) in English and self-confidence in GAW in English. And the other two factors are related to social aspects of GAW in English, which are perceived professional value of GAW in English and using translingual resources in GAW in English. As illustrated in Figure 12 of the CFA measurement model of the TGWIS V.10, these psychological and social factors are intertwined as valence components to measure how translingual graduate writers perceive themselves as embodied academic writers in and beyond their graduate programs (Canagarajah, 2013a; Kramsch, 2009).

The survey's two psychological components of GAW in English (interest and motivation to pursue GAW in English and self-confidence in GAW in English) were mostly adapted from previous studies on language learning strategies and academic writing surveys. The two social

components (perceived professional value of GAW in English and using translingual resources in GAW in English) focused largely on the potentials and challenges that translingual graduate writers might face in their academic writing. As my primary purpose in developing the TGWIS V.10 was to promoting positive perspectives on utilizing translingual identity, background knowledge, cultural experiences, and resources in academic writing in English while growing as translingual academic writers in English, I based these two social factors on the conceptual frameworks of translingualism (Canagarajah, 2013a), embodied self (Kramsch, 2009), the Strength-Centered Therapy (Wong, 2006a) and positive psychological perspectives (Nakamura & Csíkszentmihályi, 2002, 2009; Seligman, 2002; Snyder, Lopez, & Pedrotti, 2010), and growth mindset (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009) and let the theories guide these components of TGWIS V.10. Previous studies in ESL academic writing focused on the difficulties and apprehensions experienced by English as a second language writers in order to capture the problematic issues that hindered their writing and their dysfunctional symptoms as writers. Such writing surveys were developed and used primarily as diagnostic and placement tests. This study shifts the perspective from a negative to a positive by producing an instrument that highlights the strengths of translingual academic writers and validates their diverse backgrounds and their knowledge of two or more languages and cultures as resources they can draw on as writers. In the next section, I will discuss each factor of the CFA measurement model of the TGWIS V.10 and the correlations of four factors.

The four principal constructs of the TGWIS V.10 CFA final measurement model

The first factor, "Interest/Motivation to pursue GAW in English [IM-GAWE]," with five items was adapted from the battery of survey on this issue in previous studies and adapted to measure the participants' interest and motivation to pursue and learn graduate academic writing

of their disciplines in U.S. universities. This factor is a major psychological driving force for international graduate students to determine where and in what language they will pursue their graduate degrees (see Table 20).

The second factor, "Self-confidence in GAW in English [SC-GAWE]," with five items on translingual graduate writers' self-concept of their competence and proficiency as academic writers promoted a positive self-concept and as a sign of participants' self-predicted potential as academic writers in their fields of study (see Table 20). Most translingual graduate writers and scholars come to America with prior knowledge and experiences in a specific field of study as well as work experiences in related areas. Whether or not their first languages may include English, their self-concept and expectations of achievement in graduate degree programs and academic writing in English tend to be high. They have almost always been excellent students and workers in specific areas before joining their graduate degree programs in the US and their experiences of success in the past are likely to encourage them to meet such challenges as writing in English for academic purposes in their fields of study in order to communicate with scholars from all over the world. However, once enter graduate degree program in the US, international graduate students, at least in the early years, may feel perplexed in their academic and sociocultural adjustment processes as well as their difficulties in speaking and writing in English, which has not been their first language in most cases. Their confidence as excellent students in their home countries may have to be re-negotiated both within their internal narratives and with others, including native speakers of English, and especially with professors and colleagues in their programs, with whom they may exchange their ideas in their academic writing. Therefore, previous studies have identified English proficiency as the first stressor among international students in the US (Chiang, 2012; Kirmayer & Sartorius, 2007; Kirmayer &

Young, 1998; B. O. Lee, 2013; Lin, 2014; Murata, Moser, & Kitayama, 2013; Yoon & Lau, 2008).

The third factor, "Perceived professional value of GAW in English [PV-GAWE]" was one of the most successful components from the early stage of developing and pretesting the TGWIS V.1. This social factor related graduate academic writing in English is a covert agenda for some international graduate students, especially for those who have just arrived and started their graduate degrees in the US (see Table 20). The three statements under the [PV-GAWE] factor emphasize the "value of connectedness" (Lin, Cheng, & Lin, 2014) with mentors, professors, and colleagues in the field of study and the value of academic writing in English to achieve connections with international scholars in their field of study from other countries. One of the major reasons that international graduate students decide to pursue their higher degrees in the US is this potential for meeting other scholars and learning and growing by communicating with them via the medium of academic writing in English. Most of SCI/SSCI journals and international conferences require participants to use English to disseminate their academic achievements and findings in their research fields. Therefore, it is important for translingual graduate writes to raise their awareness of the importance of social connectedness through academic writing in English and encourage themselves to actively increase their opportunities to participate in the activities of their field.

The last factor of the CFA final measurement model of the TGWIS V.10 is "Using translingual resources in GAW in English [TR-GAWE]." This dimension was newly designed for this survey based on the exploratory phases of informal observations of and interviews with international graduate students and scholars studying in diverse disciplines of STEM, social sciences and humanities, medical fields, and arts and music in the US (see Table 20). There were

different perspectives on using translingual resources for their graduate academic writing in English according to disciplines and the results from the TGWIS V.10 sample also showed that discipline specific writing in each field may require particular perspective on using translingual resources in their academic writing (see Table 21).

The findings of this survey development research are aligned with the research objectives and hypotheses for testing the validity and reliability of a newly developed survey as a tool to measure translingual graduate writers' strengths. I conjectured that these dimensions of learning graduate academic writing might be correlated because, from the perspective of academic writing as social act of the "embodied self," they are intertwined in the process of acculturation within the new social and psychological dimensions that international graduate students may experience in their graduate programs in the US (see Table 22). First, those who have less self-confidence in GAW in English tend to use more translingual resources in their GAW in English so that they might take advantage of common underlying proficiency (CUP, Cummins, 2015) and cognitive academic language proficiency (CALP, Cummins, 2015) for their academic writing in English. Second, those who have high interest and motivation to learn GAW in English are highly aware of the importance and value of learning GAW in English to be successful player in the community of their study area. Third, those who are highly motivated to learn GAW in English may tend to employ more translingual resources in their GAW in English. Lastly, those who are aware of the professional value of GAW in English and its role in their social connectedness within their field may have greater confidence in GAW in English.

Demographic statistics and the TGWIS V.10

The results of the *t*-test indicated that, in the principal construct 1, the principal construct 7, and the principal construct 8, there were statistically significant differences between genders

(See Table 21); however these *t*-test results do not guarantee practical significance due to the small effect size in a large sample size ([IM-GAWE], principal construct 1 partial $\eta 2 = 0.19$; [SC-GAWE], principal construct 7 partial $\eta 2 = 0.18$; [TR-GAWE], principal construct 8 partial $\eta 2 = 0.23$) (J. Cohen, 1988). The one-way ANOVA results showed that there was a significant effect of age between survey respondents in their twenties and in their thirties. TGWIS V.10 respondents in their twenties have greater self-confidence in GAW in English while those in their thirties were slightly more likely to perceive the professional value of GAW in English to their success in their fields of study and learning communities and to their communications and connections with other scholars in their fields of study. A respondent's highest degree was also related to these effects, particularly the perceived professional value of GAW in English. Those who possessed doctoral degrees attributed significantly greater value and importance to GAW in English as a way of communicating and building connections with other scholars in their fields through professional conferences and publications in English and obtaining membership in their communities of practice. There was also a significant effect of home country on self-confidence in GAW in English and confidence in using translingual resources in GAW in English, particularly for the respondents from India, who had significantly greater confidence than any other groups of respondents. Also graduate students from India reported lowest use of translingual resources in their GAW in English, which may result from the status of English as an official language and common school medium in India, whereas, other major groups of respondents from South Korea, China, Turkey, Taiwan, and Saudi Arabia, where English is a foreign language and the native language is mainly used as a medium of instruction in their home countries. There was a significant effect of field of study on the four factors of the CFA final measurement model of the TGWIS V.10. Overall, all respondents showed high interest and

motivation to pursue GAW in English, and those who were studying in medical fields and social sciences and humanities had highest motivation. Those who were pursuing STEM majors reported greater self-confidence in GAW in English than those in arts and music, who tend to show a slightly weaker degree of awareness of the value of GAW in English, which might be interpreted as understandable considering the priority in artistic or musical performance in their fields rather than writing papers. Respondents' major had a particularly significant effect on their confidence in using translingual resources in GAW in English. Those who were majoring in STEM fields reported the lowest use of translingual resources in their GAW in English, which might be explained as reflecting the universal terminologies of technical fields and their heavy reliance on mathematical expression. An engineering student participating in one of my pilot studies said that English is not an issue for engineering students but knowing formulas and proper statistical reporting is.

In chapter 5, I discussed how the results reported in chapter 4 can be interpreted: the EFA and the hypothesized model of the TGWIS V.10; the CFA and the final measurement model of the TGWIS V.10; the correlations of the four factors of the final measurement model of the TGWIS V.10 according to its demographic independent variables. In the next chapter, I provide concluding assertions, limitations, implications and future directions of this study.

Chapter 6. Conclusions

My lifetime of observing the process of writing, learning and utilizing multiple languages has guided me to pursue this study. I remember when my father, as a professor in biochemistry, wrote textbooks and academic journal articles in his study, his reference books and articles written in Korean, Japanese, English, and sometimes German as well as paper dictionaries for multiple languages he used were scattered around his desk. Also, during my seven years in a doctoral degree program in the United States, I have met many international graduate students in diverse disciplines across the nation. Having observed the process of transitioning from L1 writing to L2 in English as translingual writer of my own and others, their life as academic writer has been a series of struggles and frustration with much effort to grow as academic writer and researcher. Also, in many cases, they have obtained their academic writing proficiency both in their L1 and in English through confronting the challenges and potentials of learning and writing in two or more languages at the same time (Cummins, 1981; DePalma & Ringer, 2011; Elbow, 2008).

The primary purpose of this study was to empower and encourage translingual writers by developing a new measurement of the Translingual Graduate Writers' Inventory of Strengths (TGWIS) consisted of two psychological principal components and of the other two social components. Previous studies in writing and second language writing have focused on negative anxiety and apprehension of writing and of L2 writers measuring to report diagnostic results of symptoms (Cheng, 2004; Cheng, 2004; Cheng, Horwitz & Schallert, 1999; Horwitz, Horwitz, and Cope, 1986; Sparks & Ganschow, 1991; Thompson & Lee, 2013, 2014; Tran, Baldauf, & Moni, 2013; Zhang and Goodson, 2011). Although I myself have felt less confident in my academic writing in English than in my L1 and admit the presence of negative anxiety while

writing in English for academic purposes, it is also true that there are many successful translingual academic writer around us as our professors and colleagues. Whenever I start a conversation on the topic of learning English and becoming and growing as academic writer with translingual writers at many universities in diverse disciplines in the US, the conversation led us to the idea of growth in their discipline specific area of study as scholar and also as writer in English. This study and the TGWIS V.10 may be used by international graduate students, teaching professionals and counseling professionals of international students as a brief and short length of the survey to observe and notice their strengths and resources as translingual writers.

In this chapter, I will summarize the findings of this study in brief assertions followed by limitations and future directions and will finish the report of this study with concluding remarks.

Brief Assertions of This Study

Assertion 1: International academic writers in social sciences and the humanities have greater interest and motivation to pursue GAW in English and place a higher value on GAW in English than their counterparts in STEM fields. However, they still feel less confident about their GAW in English than their counterparts in STEM fields.

One of the most common responses from the TGWIS V.10 respondents when I asked them to briefly describe their strengths as graduate academic writers was that they did not have any, and then they started to describe their lack of full proficiency in English and the stress they experienced, and efforts they made to improve their academic English proficiency. Translingual academic writers particularly in social sciences and humanities graduate programs have greater interest and motivation to pursue graduate academic writing in English than their counterparts in STEM fields and continuously endeavor to improve their academic English in both verbal and

written forms, but their sense of inadequacy reveals the internalized deficit model of learning to produce acceptable academic writing commonly shared by the international graduate students I met in the US, including myself. Even though translingual graduate writers in social sciences and humanities are capable of conducting research with their professors and colleagues, contributing valuable ideas to their fields of study, and promoting the well-being of society, they are less confident in their proficiency in graduate academic writing in English than those in STEM fields.

Assertion 2: International academic writers who come from home country origins where English is not an official language or medium of instruction have less confidence in GAW in English and tend to utilize more translingual resources for their GAW in English.

As previously reported, there was a significant negative association between self-confidence in graduate academic writing in English ([SC-GAWE], principal construct 7) and confidence in using translingual resources in GAW in English ([TR-GAWE], principal construct 8) (see Table 22 above). This result indicated that those who have less self-confidence in GAW in English tend to rely more on translingual resources in their GAW in English. Those who use more resources from the first language of their home countries come from home country origins where English is not an official language or medium of instruction—South Korean, Chinese, Turkish, Taiwanese, and Saudi Arabian—have less confidence in graduate academic writing in English, but they seem to see their first language as interference of learning English rather than seeing it as a resource and advantage.

Sub-assertion: Translingual shuttling between languages. Informants in the development of TGWIS V.1 through V.10 offered preliminary ideas for the principal construct 4: Situational factors of field-specific GAW styles. In the process of testing and selecting these

items aligned well with this principal construct. As the informants shared their experiences of writing and publishing in language other than English before they entered their present programs in the US. Based on the informal interviews and casual conversations and their resumes, I found that translingual graduate writers and international scholars have often demonstrated competence in writing and publishing their work in at least two languages, mostly in their first languages but also in English, particularly as graduate students in the US. Three informants provided especially rich information about their lives as graduate academic writers for two to seven years, including writing samples, opportunities to observe them, and informal conversations. One, who had been actively writing and publishing in two languages while pursuing a professional graduate degree in a large Midwest university, said that she could tell the differences of writing styles between the two languages she uses and the different expectations of specific journals and could adjust her writing accordingly. Her experiences as a translingual writers suggested the TGWIS V.10 items "I can change my academic writing style based on the language I use while writing in my study field," "I realize that academic writing style can vary according to the language being used," "In my study field, I can compare the differences in academic writing style between English and another language," and "I notice the culture-specific features of the English academic writing styles at the U.S. research universities of my field" under the principal construct of "Situational factors of field-specific GAW styles." However, one of five items developed under this principal construct, [s33] "I know how to write in English for academic purposes in my study field," was moved to the factor of self-confidence in GAW in English. Also the other four items under this construct could not be included in the final measurement model due to cross-loadings with factors other than the principal construct 4. The items under the principal construct 4 may be used in a different formatting of the TGWIS V.11 so that the

principal construct 4 could be included as key component of indicating the strength of translingual graduate writers in the future study. Thus, translingual graduate writers may learn and improve their academic English proficiency in their graduate programs mainly through writing.

Assertion 3: Growth mindset perspectives, despite my early assumptions about their roles, were not included in the measurement model of the TGWIS V.10.

In this study, I considered their efforts and learning and growing process with persistent attitude as strength and tried to include survey items under the principal construct 3: Individual and personal characteristics of translingual graduate academic writers (from the perspective of "growth mindset" such as "I can successfully finish writing a research article in English if I don't give up" and "I learn from my English mistakes to improve my English academic writing skills". However, these items created on the basis of "growth mindset" (Dweck, 2000, 2006, 2008, 2010; Dweck & Master, 2009) were widely cross-loaded in the result of EFA and could not be selected as items in the CFA final measurement model of the TGWIS V.10. These items were created under the principal construct 3 to measure positive psychological aspect of GAW in English among translingual writers and might be utilized in difference format of survey in the next round of data collection and can be tested to be included as survey battery to promote "growth mindset" of translingual graduate writers. Although the items under the principal construct 3 could not be used for the final measurement model of the TGWIS V.10, the importance of growth mindset in the process of L1 to L2 writing transitions and adaptive transfer should be considered as strength of translingual graduate writers (Cummins, 1981; DePalma & Ringer, 2011; Elbow, 2008; Fu, 2009).

Limitations

Conceptual limitations

The TGWIS V.10 was designed to conceptualize psychological and social valence components of translingual graduate writers' experiences in their graduate degree programs in the US and how they perceive themselves as translingual writers in the context of writing for academic purposes. However, the one-way ANOVA results indicated that there was a significant effect of field of study on the dimensions of the final measurement model of the TGWIS V.10 (see Table 21). Different disciplines tend to have different expectations of academic writing. For example, researchers and graduate students in STEM majors may use fewer translingual resources than those in other disciplines because writing in these fields relies more on universal technical terminologies, formulaic syntax, and mathematical expressions. As an international graduate student in engineering for one of my qualitative pilot studies shared, he was given example papers and articles in which to follow template sentences to report the results from his study, which must be reported in a succinct and logical way without elaborations. Therefore, the TGWIS V.10 may not accommodate the academic writing styles of different discipline or the varying social and psychological needs of translingual graduate writers across disciplines. However, English proficiency is one of the major stressors among all international graduate students along with sociocultural and academic adjustment and the principal constructs of the TGWIS V.10 could be further developed with additional social and psychological valence components in specific disciplines.

Also, because the CFA final measurement model of the TGWIS V.10 with 16 items is quite short to measure—the four dimensions (interest/motivation to pursue GAW in English, self-confidence in GAW in English, perceived professional value of GAW in English, and using

translingual resources in GAW in English), it is quite feasible to develop more items representing how translingual graduate writers negotiate their multilingual and/or multicultural identities, knowledge, resources, and backgrounds as they develop their research ideas and deliver them in their academic writing in English. It is also possible that the TGWIS V.10 could be modified for major Asian subgroups of international graduate students (e.g., East Asian, Asian Indian, and Southeast Asians), considering the one-way ANOVA results indicated that Asian Indians in U.S. graduate degree programs were least likely to utilize translingual resources due to greater self-confidence in their proficiency in GAW in English.

Sampling error, response rate, and nonresponse error

For this study, I recruited both international graduate students and scholars currently in graduate degree programs in the US and those who had completed graduate degrees in the US in the past. While collecting data for the TGWIS V.10, I conducted a test run with data of 206 participants in early August, 2017 to determine the effect of highest degree on the TGWIS V.10 statements because the pilot test results of TGWIS V.1 indicated that highest degree might significantly impact the psychological and social components of GAW in English. The preliminary analysis of the test run implied that the highest degree may have a significant impact on the TGWIS V.10, and I decided to contact those who were pursuing graduate degrees in the US at the times of data collection in summer and fall 2017 than those who had completed their graduate degrees as survey respondents to reduce any possible bias during data collection (Pannucci & Wilkins, 2010). It might be advisable to recruit a sample of only international graduate students. Also, the sampling strategies used for the TGWIS V.10 were both referrals (snowball sampling) and random sampling, mostly via email contacts in light of advanced technical usage of graduate students (Kaplowitz, Hadlock & Levine, 2004), which may have

created problems of coverage bias, sampling error, and reduced generalizability. Also, within-group variation needs to be considered because about one third of the primary survey data for the TGWIS V.10 were from South Koreans. Although South Koreans are the third largest group of international students in the US following Chinese and Asian Indians, their predominance in this study may reduce generalizability and transferability of findings to other national groups. Replication of the TGWIS V.10 or a modified version of the TGWIS V.10 with other groups may eliminate sampling errors in future studies.

A total 511 from approximately 1,000 international graduate students and scholars who were contacted responded to the Web and mobile-friendly survey of the TGWIS V.10, a moderate response rate of about 51% according to the American Association for Public Opinion Research's (AAPOR) RR3 criteria. It is still controversial among survey researchers whether a high response rate may be related to the accuracy of survey measurement (Dillman, Smyth & Christian, 2014; Groves et al, 2009; Holbrook et al., 2007; Visser, Krosnick, Marquette & Curtin, 1996). However, some journal editors have high expectations for survey response rates of ≥ 80% as acceptable standards to increase generalizability of survey data (Fincham, 2008). As Dillman, Smyth and Christian (2014) have stated, "any time response rates are quite low, there is concern about the threat of nonresponse bias" (p. 259). Due time constraints at the stage of data collection that involved contacting 43 student organizations and more than 1,000 international graduate students in 23 universities in the US, follow-up/reminders could not be sent to non-responders. Therefore, this study cannot compare information of initial respondents and initial non-respondents. Also, response-pattern biases such as question order effects, response order effects, acquiescence (seeking to satisfying), social desirability efforts, no-opinion filter effects, or status quo alternative effects may be limitations of this study (Groves et al., 2009; Mertens,

2014). The results of this study might be an efficient measurement with a short list of questions; however, there may be limitations in replicating of the TGWIS V.10 with samples from English language learners in K-12 level or in casual and informal learning settings. To handle missing data, a maximum likelihood approach was used (Schafer and Graham, 2002). To address discriminant validity issues of the four principal constructs—cognitive learning strategies to learn and improve GAW in English, individual and personal characteristics of translingual graduate academic writers [from the perspective of "growth mindset"], situational factors of field-specific GAW styles, and affective factors in GAW in English,—assessment of cross-loadings among the four factors and possibilities of improving the items under these four factors as well as considering the heterotrait-monotrait ratio of correlations (Clark & Watson, 1995; Henseler, Ringle, & Sarstedt, 2015) could be considered in future research. As in any survey eliciting participants' self-report of subjective states, self-report result bias can be a potential limitation of this study. As Fowler (1995) observed, "the answers to questions about subjective states are always relative" (p. 72). The primary data collection with the TGWIS V.10 was cross-sectional, so the results may indicate only limited data. For future study, pre- and post-surveys can be administered to measure the results of a workshop as an intervention for the social and psychological dimensions of international graduate students' experiences. In the next section, implications of this study are discussed for (1) a theory to promote positive psychological dimensions and perspectives; (2) practical and pedagogical applications for designing new courses and/or workshops in both online and face-to-face settings; (3) future survey research, especially the importance of deciding on the survey modes appropriate for particular target populations.

Implications

As mentioned in previous chapters, the psychological and social components of translingual graduate writers' experiences are thoroughly intertwined in practice and may not have causal and/or cyclical relationships. The TGWIS V.10 addresses this multidimensional aspects of international graduate students and scholars experiences and practices. This study thus contributes to the conceptual frames and survey research methodology for investigating the second language writing of translingual scholars and stakeholders in universities.

Theoretical contribution of this study

Given that previous writing survey research and second language learning survey have often focused on negative issues such as writing apprehension and foreign language learning anxiety (Boice, 1990; Cheng, 2004; Cheng, 2004; Cheng, Horwitz & Schallert, 1999; Daly & Miller, 1975; Daly & Wilson, 1983; Gardner, Tremblay & Masgoret, 1997; Lee, 2001; Mansy & Foxall, 1992; McKain, 1991; Tran, Baldauf, & Moni, 2013), there is need to shed light on the positive aspects of international graduate students and change the focus from often pessimistic individual internal narratives to optimistic social narratives. In the process of learning and developing English academic writing proficiency, international graduate students often go through emotional self-abuse by blaming themselves for grammar mistakes or imperfect English proficiency, which results in psychological, emotional, and somatic issues from anxiety related to failing to meet the standards of written English academic writing proficiency (Thompson & Lee, 2013, 2014; Zhang & Goodson, 2011). The TGWIS V.10 may not be able to explain psychological and social components of translingual graduate writers' experiences, and this survey is not about ego-boosting or promoting self-complacency; rather I intended to provide a measure not of problems and difficulties but of advantages and strengths to promote translingual

graduate writers' positive psychological perspectives on themselves as writers and encourage them to maintain their healthy self-esteem and the dreams they had when they decided to cross the oceans to study in graduate degree programs in the US. Such positive psychological perspectives on translingual writers could be applied at personal, interpersonal, and international levels, eliciting micro, meso, and macro levels of narratives revealing the thoughts and decisions of international scholars about writing in English and also in other languages for academic purposes. Therefore, this study may contribute to future research by balancing the current emphasis on the negative aspects of academic writing and writers' experiences with an approach highlighting the positive values of their linguistic recourses, establishing discipline knowledge, and intercultural experiences. In 2013 newsletter, M. A. Lee (2013) at the Center for Happiness Studies at Seoul National University mentioned in the article,

> We cannot expect hot water to run out of a cold water faucet. We need to turn the tap handle to the other side to let the hot water flow. This is how we can change our lives, by changing our words and thinking frames.

In his book, *Frame* (2016), Dr. Choi, a psychology professor and director of the Center for Happiness at Seoul National University also mentions the importance of verbal or written expressions of a positive frame such as high expectations, gratitude, pleasure, and satisfaction and its lifelong impact as self-determination even to life expectancy, as Danner, Snowdon, and Friesen (2001) found in a study of the a relation between positive emotions in early life and longevity.

Practical and pedagogical implications

The findings of this study provide practical and pedagogical implications. For example, an analysis of translingual graduate students' needs for developing resources that promote

positive psychological practices in graduate academic writing programs or courses can be developed based on the results from this study. Differences in demographic information implies the need for discipline-specific writing courses or workshops. Considering discipline-specific writing styles in English and TGWIS V.10 results from different demographic groups may imply different support needs according to program level (masters' or doctorate) and program stage (e.g., in early years translingual graduate students may need more support).

Based on previous studies and practices in writing in the disciplines (WID, Durrant, 2017; *Harvard College Writing Center*, n.d.; Herrington, 1981; Hyland, 2004a, 2008; Monroe, 2002, 2003; Russell, 2002) and writing across the curriculum (WAC, Cox & Zawacki, 2014; Hall, 2009, Zawacki & Rogers, 2012; Nesi & Gardner, 2012), graduate writing teaching professionals across disciplines may benefit from the findings of this study in their pedagogies and practices. Writing tutorial services and centers could use the TGWIS V.10 and related research findings to design services, workshops, and courses that meet the needs of international graduate students. The TGWIS V.10 or a modified version of this survey could be used before and after participation in interventions such as on-site workshop or massive open online courses (MOOCs) in which translingual graduate students and scholars can work through activities that help them recognize their strengths as translingual graduate writers and promote their positive self-concept as writers. The effects of such interventions could be investigated in future studies.

I consider three groups of stakeholders to be primary beneficiaries of this study:

Faculty and other teaching professionals at US research-oriented universities. In these institutions, where international graduate students and scholars study and conduct research in a wide range of disciplines, some instructors acknowledge their role as teachers of academic writing in English regardless of disciplines while others may think teaching academic writing

proficiency is not their responsibility. The findings from the informal exploratory stages of developing the survey items suggest the importance of providing explicit, clear, realistic and discipline-specific expectations of GAW in English. Also, communication of clear writing expectations in a particular course, including strategies such as providing detailed guidelines, templates, sample papers and chucking writing assignment in application of process writing (Gilchrist & Cowan, 2012; Gobet et al., 2001; Peregoy & Boyle, 2005, 2012, 2016) may help translingual graduate writers learn and grow in their fields of study.

Also, from my observations of translingual graduate writers in diverse disciplines and in different age groups and nationalities, I found that what translingual graduate writers need most in their GAW in English might be their professors' in-depth mentoring in both academic membership and academic writing. I also found that after two years in their U.S. graduate degree programs, translingual graduate students' support needs for GAW in English cannot be met by general English language editors but only by faculty in their fields and/or colleagues who have more discipline-specific experiences, knowledge, connections in the academic community, and expertise in both content and writing. This kind of support for advanced translingual graduate writers may be obtained by an apprenticeship relationship with faculty and colleagues in the same or similar field. Aligned with research showing the importance of verbal facility to self-efficacy, Wong (2015) has promoted the Tripartite Encouragement Model (TEM), which Wong summarizes as below:

> Foci of encouragement (challenge-focused and potential-focused), features of effective encouragement (framing of encouragement message, perceived trustworthiness of encourager, and perceived credibility of encouragement message), and levels of

encouragement (interpersonal communication, character strength, and group norms) (p. 191)

The TEM may inform writing instructors and professors in diverse disciplines of ways to utilize the TGWIS V.10 results in advising and encouraging their translingual graduate writers. In particular, the foci of encouragement, framing of encouragement messages, and perceived trustworthiness of the encourager might have meaningful influence on translingual writers with weak self-confidence in their GAW in English by helping them to recognize and deal with the challenges they experience in GAW in English. This perspective may be enhanced for individual students by the effects of taking the TGWIS V.10. As previously mentioned, when graduate students realize positive growth in relation to their efforts to master GAW in English, their perceptions of the trustworthiness of the encouragers could be strengthened. One last but not least topic to be considered across disciplines is the issue of plagiarism in academic writing in English because concepts of plagiarism and guidelines for avoiding it might differ across countries and cultures.

For this outcome, translingual graduate writers need to receive credit for their academic writing in English from their professors, experts, and professionals in their specific fields of study because GAW in English entails genre specific conventions with regard to both in rhetorical styles and contents as well as finding a niche in a specific area of a field (Leki, Cumming, & Silva, 2010; Simpson et al., 2016; Tardy, 2016).

International graduate students. The positive psychological perspectives prompted by this study may help translingual graduate students recognize their potential and identify their challenges in GAW in English. Fu's (2009) comparison of English language learner's (ELL) writing transitions to L1 acquisition and L2 learning is appropriate, especially for those who are

immersed in English speaking environment for the first time in their graduate programs in the US after fully developed their proficiency of four language skills of their first language(s) other than English. Fu observed that ELL students from upper elementary level can write in English in the emergent stage of codeswitching between their L1 and L2 and/or beginning production stage of inter-language use. Different from the L1 acquisition process that begins with listening stage (Cambourne, 1995), ELLs who arrive in the US as graduate students "may start with writing" of their L2 learning cycle (Fu, 2009, p. 108) as they write for their graduate courses and for publication and can gradually grow into proficient academic writer in their fields of study.

University administrators. Administrators put many efforts into recruiting increasing numbers of international graduate students and scholars for their graduate and post-graduate programs, suggesting the need for adequate services for hosting them when they have arrived.

Summer orientation programs in their home countries or on campus, which may include administering this survey, may convey the importance of GAW in English for academic success and expectations of their growth in their programs before or just after they arrive. Collaborative administrative management between discipline specific graduate programs, offices of international services (OISs), writing tutorial services (WTSs), academic support centers, and other administrative units may such tools as the TGWIS V.10 to enhance the academic quality of a university by bolstering translingual students' confidence and motivation.

Implications for survey research

The decision of what modality of the survey was an important consideration in this survey research. I followed survey researchers' suggestions to use mixed modes by providing an online and mobile-friendly version of the survey as well as a paper and pencil option (Dillman, Smyth & Christian, 2014; Shine & Dulisse, 2012; Visser, Krosnick, Marquette & Curtin, 1996).

One interesting finding that emerged was that people, and especially the current population of graduate students with university email accounts and technological savvy, prefer online and mobile modes. Out of 509 participants, 507 participated online. To avoid coverage error due to lack of internet access documented in the survey research literature (Dillman, 2014; Fowler, 1995; Fowler, 2014; Groves et al., 2009), I had prepared 500 printed copies of the TGWIS V.10, which cost about $350 and were used by just two participants. All of the others who were initially contacted by receiving a paper copy of the TGWIS V.10 used the email address on the on the copy to request the online link. This preference for online and mobile-friendly survey modes may inform future survey researchers.

The importance of framing the survey format is also worth highlighting as an implication for future studies. It might have been better to format the TGWIS V.10 with multiple frames each containing two or three principal constructs rather than presenting eight principal components with 43 items as one long chunk in a single frame. The change of framing of the format of the questions may have changed the results of the survey (Presser et al., 2004). Even validated survey tools and items left after testing and evaluating survey questions could still be vulnerable being considered redundant items due to response error or response suggestion of reframing the survey and divide the 43 items into several frames according to the principal construct to measure the concept that the researcher intend to measure.

One last implication of conducting a survey development research is that qualitative and quantitative aspects should be combined. It was also important for observations of current phenomena, theories drawn from the literature review of previous studies, deep critical thinking, and expert reviews and feedback play pivotal roles in the process of survey development. Conducting survey research on academic writers from positive psychological perspectives may

beneficial to support graduate student writers in general not to mention international graduate students.

Future Directions

The findings and limitations of this study may guide future directions. I plan to create TGWIS V.11 (a modified version of the TGWIS V.10) for the next round of data collection with larger samples of international graduate students in the US, focusing on three major groups of international graduate students from China, India, and South Korea and conducting cross tabulation analysis to obtain more information than the simple tabulation as reported in this study such as patterns and correlations of variables within groups (MacLeod, et al., 2013; Michael, 2001; Muijs, 2010). In the next round of data collection I can also include other validated measures on academic writing, second language learning, and writing anxiety to conduct structural equation modeling (Hooper, Coughlan, & Mullen, 2008; Hoyle, 1995). In further study, I plan to compare further versions of the TGWIS V.11 with different models of other validated surveys on academic writing of international graduate students to test hypotheses on relationships between variables.

Also, qualitative research can provide important insights into the experiences of translingual graduate writing and writers. As Mertens (2014) suggests, five types of qualitative research, ethnographic, case study, phenomenological, grounded theory, and participatory action research, could be appropriate approaches. Some of the TGWIS V.10 participants contacted me individually in person and via email after completing their survey participation to talk more about themselves and their experiences as translingual graduate writers in English. During the period of primary data collection for this study, I could respond briefly to their emails and casual conversations. In future research, I could take an ethnographic approach to writing research

(Bishop, 1999) and case study in which I interview individual translingual writers in depth on their experiences as translingual graduate students in the US and observe their writing processes by employing screen recording tools (Connor, 2004, 2011; Kubota & Lin, 2009). I could also investigate the working and communicating styles and ways of communicating with their professors, editors, reviewers, and research audiences (Casanave & Li, 2008), as well as their experiences as readers of GAW in English and reading-writing relations (Grabe, 1991; Grabe & Stoller, 2013; Hirvela, 2004). Another avenue could be qualitative research into the identity and self-efficacy of translingual graduate writers (Choi, Godina & Ro, 2014; Cox, Jordan, Ortmeier-Hooper & Gray Schwartz, 2010; Cummins, 1981, 2001, 2004; Cummins & Early, 2011, 2015; Dewaele, 2010; Ervin-Tripp, 1973; Norton, 2013; Pavlenko, 1997, 2005, 2006, 2009, 2011). Analysis of writing samples and genre specific research are popular strands of academic writing research which could be applied in qualitative studies of the academic writing strategies of translingual graduate writers (Belcher, 2009; Casanave, 2011; Hyland, 2003, 2004b, 2004c; Swales & Feak, 2003). Other interesting qualitative research topics are discipline specific GAW in English and analysis of feedback and error correction as well as individual conferencing and peer evaluation. Corpus-based research with written texts of GAW in English of translingual graduate writers and scholars can be analyzed (Belcher & Nelson, 2013; Biber & Barbieri, 2007; Charles, 2014; Connor, 2002, 2004, 2011; Durrant, 2017; Hyland, 2008; Liqin & Xinlu, 2014). Mixed-methods is also appropriate for research on translingual graduate writing and writers (Creswell, 2013; Creswell & Clark, 2011; Greene, Caracelli, & Graham, 1989). It is also possible to collect apps translingual graduate writers use in their academic writing and create a website providing TGWIS-based feedback and resources.

Conclusions

While many graduate students have difficulty acculturating to graduate study and research, international graduate students and scholars may go through even more difficult times while learning graduate academic writing in English. One favorite question I ask in casual conversations with international graduate students and scholars in the US is why they chose America for their graduate study. Common answers to this question may help understand their expectations, which include learning under prominent scholars in their field of study and learning to use English proficiently as the primary medium language of instruction and research scholars in their field, so they can share their ideas with international scholars, communicate in English for conference presentations and publication, increase their opportunities for meeting and communicating with scholars from all over the world, create productive connections in their field of study, and benefit from internationally acknowledged quality of graduate programs and faculty in their disciplines. Many have been inspired and encouraged by U.S. trained professors in undergraduate or in master's programs in their home countries to pursue doctoral studies in the US. They enthusiastically shared the differences in the way these professors treated their students from their counterparts trained in their home country or in other English speaking countries, commenting that their U.S. trained professors in their home country tended to show more open minded attitudes toward creative thinking and diversity among students and were more supportive emotionally and psychologically while being less judgmental. Maintaining a culture of diversity and open-minded attitudes might become more and more important for all universities trying appeal to international students and scholars, who represent economic benefits and potential "brain gain" for the US as they often seek professional opportunities in the country after completing their degrees. These international scholars find that GAW in English increase

their chances of presenting at international conferences and publishing in international journals, which are mostly owned by institutions and centers in the U.S. universities. Thus it is to the advantage to both international graduate students and their host institutions for graduate programs and academic and writing support services to work together to assist translingual graduate writers their transition from the perspective of a growth mindset.

Using the TGWIS V.10 for preparatory intervention in summer orientation programs may help translingual graduate students to realize the expectations of GAW in English in their graduate programs and can also be used as starting point for faculty of graduate programs in advising their international graduate students how to be successful in their program. This short survey may influence both incoming translingual graduate students' and their professors' mindsets as they expect to learn and grow together as scholars of a specific discipline and build a scholarly relationship that may last for the rest of their lives through their research and writing.

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Appendix A

IRB Approval

INDIANA UNIVERSITY

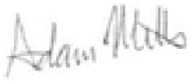
OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Office of Research Compliance

To: Beth Samuelson
EDUCATION

Boo Hyun Kim
UNIVERSITY LEVEL

G Yeon Park
EDUCATION

From: 

Human Subjects Office
Office of Research Compliance – Indiana University

Date: March 12, 2016

RE: **NOTICE OF EXEMPTION - NEW PROTOCOL**

Protocol Title: International graduate students' academic writing strategies

Study #: 1509922788

Funding Agency/Sponsor: None

Status: Exemption Granted | Exempt

Study Approval Date: March 12, 2016

The Indiana University Institutional Review Board (IRB) EXE000001 | Exempt recently reviewed the above-referenced protocol. In compliance with (as applicable) 45 CFR 46.109 (d) and IU Standard Operating Procedures (SOPs) for Research Involving Human Subjects, this letter serves as written notification of the IRB's determination.

Under 45 CFR 46.101(b) and the SOPs, as applicable, the study is accepted as Exempt (2) Category 2: Surveys/Interviews/Standardized Educational Tests/Observation of Public Behavior Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior if: i) information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects; or ii) any disclosure of the human subjects responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects financial standing, employability or reputation, with the following determinations:

Acceptance of this study is based on your agreement to abide by the policies and procedures of the Indiana University Human Research Protection Program and does not replace any other approvals that may be required. Relevant policies and procedures governing Human Subjects Research can be found at: http://researchcompliance.iu.edu/hso/hs_guidance.html.

The Exempt determination is valid indefinitely. Substantive changes to approved exempt research must be requested and approved prior to their initiation. Investigators may request proposed changes by submitting an amendment through the KC IRB system. The changes are reviewed to ensure that they do not affect the exempt status of the research. Please check with the Human Subjects Office to determine if any additional review may be needed.

You should retain a copy of this letter and all associated approved study documents for your records. Please refer to the assigned study number and exact study title in future correspondence with our office. Additional information is available on our website at http://researchcompliance.iu.edu/hso/index.html.

If your source of funding changes, you must submit an amendment to update your study documents immediately.

If you have any questions or require further information, please contact the Human Subjects Office via email at irb@iu.edu or by phone at 317-274-8289 (Indianapolis) or 812-856-4242 (Bloomington).

You are invited, as part of ORA's ongoing program of quality improvement, to **participate in a short survey** to assess your experience and satisfaction with the IRB related to this approval. We estimate it will take you approximately **5 minutes to complete the survey**. The survey is housed on a Microsoft SharePoint secure site that requires CAS authentication. This survey is being administered by REEP; please contact us at reep@iu.edu if you have any questions or require additional information. Simply click on the link below, or copy and paste the entire URL into your browser to access the survey: https://www.sharepoint.iu.edu/sites/iu-ora/survey/Lists/Compliance/IRB_Survey/NewForm.aspx.

Appendix B

Translingual Graduate Writers' Inventory of Strengths Survey

[Version 5. 10152016]

SCHOOL OF EDUCATION
LITERACY, CULTURE, AND LANGUAGE EDUCATION

Translingual Graduate Writers' Inventory of Strengths Survey:

Graduate Students and Scholars' Academic Writing in English

Study Information

You are invited to participate in a research survey on international graduate students' academic writing. You were selected as a possible subject because you are (or were) involved in a graduate program or research in a university in the U.S. and indicated that you would be interested in participating. Please read the information below and ask any questions you may have before agreeing to be in the survey.

The study is being conducted by Beth Lewis Samuelson, Ph.D., Associate Professor and G Yeon Park, doctoral student from Indiana University Bloomington.

STUDY PURPOSE

The purpose of this study is to obtain a deeper understanding of the individual efforts and strategies of international graduate students in the U.S. when they write academic papers, master's theses, doctoral dissertations, and/or manuscripts for journal publishing.

PROCEDURES FOR THE STUDY

In this online survey, you will be asked to answer about 70 questions on your demographic information, language learning experience of English, and learning academic writing in English. It will take about 15 minutes.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published and the data that may be stored.

PAYMENT

You will not receive payment for taking part in this study.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions or concerns about the study, contact the researchers Dr. Beth Samuelson and G Yeon Park at 812-929-2855, parkgy@indiana.edu.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with the investigators.

SUBJECT'S CONSENT

In consideration of all of the above, I agree to participate in this study.

- ❍ Yes
- ❍ No

---------- Block ----------

TGWIS Survey

Thinking about how you learned to write in English, how true of you are each of the following statements?

	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Almost always true of me	Not applicable
I enjoy learning English by speaking with people in an English speaking country.	❍	❍	❍	❍	❍	❍
I wish I had begun studying English at an earlier age.	❍	❍	❍	❍	❍	❍
I keep up to date with English by working on it every day.	❍	❍	❍	❍	❍	❍
Writing research articles in English is exciting.	❍	❍	❍	❍	❍	❍
I am fascinated by writing research articles in English.	❍	❍	❍	❍	❍	❍
I find writing research articles in English very interesting.	❍	❍	❍	❍	❍	❍
My academic writing in English is worthwhile.	❍	❍	❍	❍	❍	❍
My academic writing in English is organized.	❍	❍	❍	❍	❍	❍
My academic writing in English reads well.	❍	❍	❍	❍	❍	❍
I write notes, messages, letters, or reports in English.	❍	❍	❍	❍	❍	❍
I think about my progress in learning new English vocabulary used in academia.	❍	❍	❍	❍	❍	❍
My academic writing in English is accurate.	❍	❍	❍	❍	❍	❍

My academic writing in English is logical.	❍	❍	❍	❍	❍	❍
My academic writing in English is trustworthy.	❍	❍	❍	❍	❍	❍
I notice my English mistakes and use that information to help me do better.	❍	❍	❍	❍	❍	❍
I know what my preferred learning style is to improve my competency in English.	❍	❍	❍	❍	❍	❍
I utilize learning strategies to improve my academic writing in English (such as specific actions, behaviors, steps, or techniques).	❍	❍	❍	❍	❍	❍
I notice my character strengths (such as, love of learning, teamwork, love, zest, and hope) are closely related to my success in learning English writing.	❍	❍	❍	❍	❍	❍
I never quit writing a paper in English before it is done.	❍	❍	❍	❍	❍	❍
My academic writing in English can show I am knowledgeable about the field.	❍	❍	❍	❍	❍	❍
My academic writing in English shows intelligent thinking about my field.	❍	❍	❍	❍	❍	❍

My academic writing in English demonstrates expertise in my field.	❍	❍	❍	❍	❍	❍
My academic writing in English is purposeful in my field.	❍	❍	❍	❍	❍	❍
My academic writing in English is important in my field.	❍	❍	❍	❍	❍	❍
My academic writing in English reflects current issue(s) in my field.	❍	❍	❍	❍	❍	❍
My academic writing in English is relevant to my field.	❍	❍	❍	❍	❍	❍
Having the ability to write in English for academic and professional purposes will be beneficial to me.	❍	❍	❍	❍	❍	❍
My English writing ability will be useful for me later in life.	❍	❍	❍	❍	❍	❍
Skills in English writing for academic and professional purposes are valuable because they will help me in the future.	❍	❍	❍	❍	❍	❍
Being good at writing in English in my academic and professional field(s) will be important when I look for a job or pursue further studies.	❍	❍	❍	❍	❍	❍

I see a point in being able to write in English for academic and professional purposes.	❍	❍	❍	❍	❍	❍
Being good at writing in English is important to me because it will increase my chances of participating in the activities of my academic area (such as presentation in professional conferences, and publication).	❍	❍	❍	❍	❍	❍
I think my academic writing in English is engaging to others in my research area.	❍	❍	❍	❍	❍	❍
When called upon to use my English, I feel very much at ease.	❍	❍	❍	❍	❍	❍
I feel quite relaxed if I have to ask street directions in English.	❍	❍	❍	❍	❍	❍
I feel comfortable speaking and writing in English in an informal gathering where both English and my first language speaking persons are present.	❍	❍	❍	❍	❍	❍
I feel calm and sure of myself if I have to order a meal in English.	❍	❍	❍	❍	❍	❍

Writing in English for academic purposes demands that I regulate my emotions aroused while writing.	❍	❍	❍	❍	❍	❍
I write down my feelings about learning English.	❍	❍	❍	❍	❍	❍
I talk to someone else about how I feel when I am learning English writing for academic (and professional) purposes.	❍	❍	❍	❍	❍	❍
I feel confident when asked to participate in a discussion in English at school or at work.	❍	❍	❍	❍	❍	❍
I am self-assured of writing for academic and professional purposes in English.	❍	❍	❍	❍	❍	❍
I have the ability to learn as much as I can to improve my writing in English for academic purposes.	❍	❍	❍	❍	❍	❍
I can successfully complete writing English research articles, if I don't give up.	❍	❍	❍	❍	❍	❍
I am good at writing research articles and academic papers in English.	❍	❍	❍	❍	❍	❍
Writing research articles in English is one of my strengths.	❍	❍	❍	❍	❍	❍

I can solve the most difficult problems in English writing for academic purposes.	❍	❍	❍	❍	❍	❍
I can contribute to the research related to my race and ethnic group.	❍	❍	❍	❍	❍	❍
I use resources in another language(s) while writing in English for academic purposes.	❍	❍	❍	❍	❍	❍
My family is a source of my research idea.	❍	❍	❍	❍	❍	❍
I search online in another language(s) to learn the meanings of new concepts in English.	❍	❍	❍	❍	❍	❍
My cultural background offers writing materials for my academic writing.	❍	❍	❍	❍	❍	❍
Previous studies written in another language(s) provide information for my academic writing.	❍	❍	❍	❍	❍	❍

If you would like to learn about your survey results of your top three strengths as a Translingual Writer, leave your available contact e-mail address in the text box below:

[ ]

---------- Block ----------

Demographics

What is your gender?

- ❍ Male
- ❍ Female
- ❍ Other gender identity

What year were you born?

- ❍ 1900
- ❍ ~
- ❍ 2006

What is your citizenship status?

- ❍ **[Qualtrics library – country dropdown list will be used for the answer options.]**

How long have you been in full-time residence to pursue a graduate degree(s)?

- ❍ Less than 1 year
- ❍ 1 year
- ❍ 2 years
- ❍ 3 years
- ❍ 4 years
- ❍ 5 years
- ❍ More than 5 years _____
- ❍ None of the above

---------- Block ----------

Degree Goals

What is your highest degree?

- ❍ Bachelor's degree
- ❍ Master's degree
- ❍ Doctoral degree
- ❍ Professional graduate degree (e.g., M.B.A., J.D., M.F.A.)
- ❍ Other (Please specify.) _____

What is/will be your major in graduate degree or professional school?

- ❍ Agriculture and natural resources
- ❍ Architecture
- ❍ Art and Design
- ❍ Biological sciences
- ❍ Business
- ❍ Chemistry
- ❍ Communications
- ❍ Computer and information sciences
- ❍ Earth and Environmental sciences
- ❍ Education
- ❍ Engineering and engineering technology
- ❍ English and Literature
- ❍ Foreign Languages
- ❍ Health care / Medicine
- ❍ History
- ❍ Humanities
- ❍ Law and legal studies
- ❍ Library science
- ❍ Mathematics
- ❍ Music
- ❍ Physics
- ❍ Psychology
- ❍ Public administration and human services
- ❍ Social sciences (incl. Economics and Sociology)
- ❍ Other (Please specify.) _____

Are you a full-time or part-time graduate student?

- ❍ Full-time
- ❍ Part-time

What was your college major?

- ❍ Agriculture and natural resources
- ❍ Architecture
- ❍ Art and Design
- ❍ Biological sciences
- ❍ Business
- ❍ Chemistry
- ❍ Communications
- ❍ Computer and information sciences
- ❍ Earth and Environmental sciences
- ❍ Education
- ❍ Engineering and engineering technology
- ❍ English and Literature
- ❍ Foreign Languages
- ❍ Health care / Medicine
- ❍ History
- ❍ Humanities
- ❍ Law and legal studies
- ❍ Library science
- ❍ Mathematics
- ❍ Music
- ❍ Physics
- ❍ Psychology
- ❍ Public administration and human services
- ❍ Social sciences (incl. Economics and Sociology)
- ❍ Other (Please specify your undergraduate major.) _____

In which country did you complete your bachelor's degree?

[ ]

Did you study in the English speaking country during your undergraduate education?

- ❍ Yes
- ❍ No

What is your degree goal before practicing your professional career?

- ❍ Master's degree
- ❍ Doctoral degree
- ❍ Professional graduate degree (e.g., M.B.A., J.D., M.F.A.)
- ❍ Other (Please specify.) _____

If you are/were a graduate student, where are you pursuing/pursued your degree? (Select all that apply.)

- ❑ Pursuing/pursued doctoral degree in the U.S.
- ❑ Pursuing/pursued Master's degree in the U.S.
- ❑ Pursuing/pursued doctoral degree in Korea
- ❑ Pursuing/pursued Master's degree in Korea
- ❑ Other (Please specify.) _____

What is your current status within your university or at work? (Select all that apply.)

- ❑ Applicant for a doctoral degree program in the U.S.
- ❑ Graduate student (pursuing Master's, PhD or EdD in the U.S.)
- ❑ Professional
- ❑ Postgraduate researcher/ Postdoctoral fellow
- ❑ Associate Instructor/Lecturer
- ❑ Faculty
- ❑ Between jobs
- ❑ Other (Please specify.) _____

[Use skip logic here Master’s degree pursuer will skip the following question on doctoral degree path.]

What stage(s) of your doctoral degree program are you in? (Select all that apply.)

- ❑ Taking courses
- ❑ Comprehensive examinations
- ❑ Dissertation
- ❑ Other (Please specify.) _____

Where do you hope to reside after completing your graduate degree? (Country, state, city, etc.)

[ ]

---------- Block ----------

Language Learning Experiences

When do you remember FIRST learning English?

- ❍ Prior to grade 1
- ❍ Elementary school
- ❍ Middle school
- ❍ I don't remember
- ❍ Other (Please specify.) _____

What type of experience was FIRST taught in English? (Select all that apply.)

- ❑ Listening
- ❑ Speaking
- ❑ Reading
- ❑ Writing
- ❑ Grammar
- ❑ Vocabulary
- ❑ Other (Please specify.) _____
- ❑ I don’t remember.

---------- Block ----------

Academic Writing

What grade would you give yourself on your general language competence for academic/professional purposes in your first language other than English (if your mother tongue is NOT English)?

- Use the sliding scale with letter grades below.

[The number on the left side below will not show to the survey respondents.]

- ❍ 1
- ❍ 2
- ❍ 3
- ❍ 4
- ❍ 5
- ❍ 6
- ❍ 7
- ❍ 8
- ❍ 9
- ❍ 10
- ❍ 11
- ❍ 12
- ❍ 13

I am interested in learning about your early interests in academic writing. When did you FIRST write a report or a paper in English for academic purposes?

- ❍ Prior to grade 1
- ❍ Grade 2
- ❍ Grade 3 or 4
- ❍ Grade 5 or 6
- ❍ Middle school
- ❍ High school
- ❍ Undergraduate
- ❍ Graduate
- ❍ I don't remember
- ❍ None of above. (Please specify.) _____

What grade would you give yourself on your general language competence for academic/professional purposes in English?

- Use the sliding scale with letter grades below.

[The number on the left side below will not show to the survey respondents.]

- ❍ 1
- ❍ 2
- ❍ 3
- ❍ 4
- ❍ 5
- ❍ 6
- ❍ 7
- ❍ 8
- ❍ 9
- ❍ 10
- ❍ 11
- ❍ 12
- ❍ 13

When you first wrote in English, how old were you? (Please give an approximate age of when you first remember writing a sentence of meaning in English.)

[ ]

About how old were you when you first wrote a full sentence of meaning in English?

- ❍ About 5 or 6
- ❍ Sometime between 7 and 8
- ❍ Maybe 9 or 10
- ❍ Sometime between 11 and 12
- ❍ None of above. (Please specify.) _____
- ❍ I have no idea.

What are the purposes of your academic writing in English? (Select all that apply.)

- ❑ Abstract
- ❑ Academic autobiography, CV, or Resume
- ❑ Book or book chapter(s) contributing to my study field
- ❑ Business documents (Please specify.) _____
- ❑ Conference proposal
- ❑ Conference poster
- ❑ Doctoral dissertation
- ❑ Emails
- ❑ Evaluation reports
- ❑ Grant proposal
- ❑ Job applications
- ❑ Lab reports (Scientific writing)
- ❑ Master's thesis
- ❑ Project proposals
- ❑ Reviewing conference abstracts or research paper
- ❑ Research article manuscript
- ❑ Recommendation letter for students
- ❑ SOAP notes (subjective, objective, assessment, and plan) in medical/health disciplines
- ❑ Sponsorship reports
- ❑ Syllabus
- ❑ Other (Please specify.) _____

What are the materials you use to assist your writing for academic/professional purposes? (Select all that apply.)

- ❑ Paper dictionary
- ❑ Electronic dictionary
- ❑ Online dictionary
- ❑ Online search
- ❑ Writer's handbook
- ❑ Grammar book
- ❑ Book on rhetorical expressions for academic writing
- ❑ Other (Please specify.) _____

Appendix C

Steps to design and develop the Translingual Graduate Writers' Inventory of Strengths Survey V.1-10

Version	Description	Timeline
V.1	✓ Decide on conceptual and principle constructs based on the literature review, interviews, casual talks, observations ✓ Prepare preliminary survey items under the principle constructs ✓ Examine preliminary survey items through expert reviews, piloting with a small sample (n=55, 7 factors, 49 items; α = .97) ✓ EFA using principal components analysis with varimax rotation	Fall 2013-Spring 2016
V.2	✓ Think-aloud protocol on the TGWIS V.1 for the following: 2.1 Definition of key concepts and terminology 2.2 Potential sampling group(s) of survey respondents 2.3 Simplify the wording of response options 2.4 Avoid double-barreled questions 2.5 Avoid repetitive and similar questions 2.6 Simple and clear questions	Spring 2016
V.3	✓ Pretesting the TGWIS V.2 (8 factors, 53 items) 3.1 Organize the 8 principle constructs by adding the principal construct 8 3.2 Pretesting on online survey 3.3 Cognitive interviews 3.4 Debriefing 3.5 Behavior observations	Spring 2016
V.4	✓ Expert review from the survey researcher 4.1 Logical flow 4.2 Frames 4.3 Avoid double-barreled questions 4.4 Avoid biased questions 4.5 Revise to use simple and clear questions 4.6 Reorganizing the order of survey frames	Spring 2016-Summer 2016
V.5	✓ Expert review from the survey research center 5.1 Rephrasing wording to use simple and clear questions 5.2 Discussing ways to recruit potential respondents ✓ Examine the TGWIS v.5 at the dissertation proposal defense 5.3 Determine the extent of the survey sampling 5.4 Examine the concept and principle constructs given the main purpose and literature	Fall 2016

V.6	✓ First round of content validity index (CVI) and debriefing as group cognitive interview on survey items and principle constructs (n=7, 8 factors, 40 items) 6.1 Examine the relevance to each principle construct 6.2 Examine the concept and principle constructs 6.3 Avoid double-barreled questions 6.4 Move items to more relevant principle construct 6.5 Rephrasing survey items to use simple and clear questions 6.6 Finding grammatical errors and correct them	Spring 2017
V.7	✓ Second round of content validity index (CVI) of survey items and principle constructs (n=8, 8 factors, 42 items) 7.1 Examine the relevance to each principle construct 7.2 Examine the concept and principle constructs 7.3 Think-aloud protocol was used 7.4 Suggestions more items under the principal construct 8 7.5 Advice on statistical analyses	Spring 2017
V.8	✓ Final round of content validity index (CVI) of survey items and principle constructs (n=5, 8 factors, 44 items) 8.1 Examine the relevance to each principle construct 8.2 Examine the concept and principle constructs 8.3 Examine the clarity of meaning of each survey item	Spring 2017
V.9	✓ Expert reviews (n=3, 8 factors, 43 items) 9.1 Theory-oriented revision 9.2 Correcting grammar 9.3 Clarifying the meaning 9.4 Moving some items to improve the construct validity 9.5 Adding two new items	Summer 2017
V.10	✓ Expert reviews (n=2, 8 factors, 43 items) 10.1 Revising the wording 10.2 Correcting grammar 10.3 Clarifying the meaning 10.4 Finalizing the TGWIS V.10 10.5 Upload online survey on IU Qualtrics 10.6 Start collecting data for this dissertation research	Summer 2017

Appendix D

Student organizations contacted to distribute the TGWIS V.10

	Names
1	186 Bridge at IU
2	180 Degrees Consulting at IU
3	21st Century Scholar Corps at IU
4	AAPG Student Chapter at IU
5	Abdullah Alamri Saturday Cultural MeetUp Group at IU
6	Ascend at IU
7	African American and African Diaspora Graduate Society at IU
8	African Languages and Cultures Club at IU
9	African Students' Association at IU
10	Aish Bloomington at IU
11	All For Children at IU
12	Alternative Break Program at IU
13	Amal Outreach for Displaced Peoples at IU
14	American Academy of Optometry at IU
15	American Choral Directors Association at IU
16	American Marketing Association at IU
17	American Medical Women's Association IU Bloomington Chapter
18	American Optometric Student Association at IU
19	Anthropology Graduate Student Association at IU
20	Apparel Merchandising Industry Field Seminar Group at IU
21	Arabic Club at IU
22	Armenian Students' Association at USC
23	Art History Association at IU
24	Asian American Association at IU
25	Asian Pacific American Law Student Association at IU
26	Association for Information Science and Technology at IU

27	Association for Research in Theatre at IU
28	Association of Central Eurasian Studies at IU
29	Association of Latino Professionals for America at IU
30	Audio Engineering Society at IU
31	Autism Mentoring Program at IU
32	Bahai Campus Club at IU
33	Bangladesh Student Association at IUB
34	Baptist Collegiate Ministry at IUB
35	Barnabas Christian Ministry at IUB
36	Business Economic and Public Policy (BEPP) Club at IUB
37	Bioethics Society at IU
38	Biology Club at IU
39	Blazors Studio at IU
40	Bloomington International Student Ministries
41	Bloomington Koreans Facebook Group
42	Columbia University Chinese Students Club
43	Cornell Chinese Students Association
43	UCLA Chinese Students Association

Appendix E

Universities international graduate students were invited to the TGWIS V.10

(Alphabetical order after Indiana University)

1	Indiana University
2	Arizona State University
3	Ball State University
4	Boston University
5	California Institute of Technology
6	Carnegie Mellon University
7	Cornell University
8	Georgia Institute of Technology
9	Johns Hopkins University
10	New York University
11	North Carolina State University
12	Oregon State University
13	Pennsylvania State University
14	Purdue University
15	University of California - Los Angeles
16	University of Connecticut
17	University of Delaware
18	University of Florida
19	University of Illinois at Chicago
20	University of Illinois Urbana-Champaign
21	University of Pennsylvania
22	University of Southern California
23	University of Washington

Appendix F

The TGWIS V.10 recruitment flyer

SCHOOL OF EDUCATION
LITERACY, CULTURE, AND LANGUAGE EDUCATION

Are You an International Graduate Student?

Seeking international graduate students and scholars in the US graduate and professional degree programs to participate in an online survey on academic writing in English for a doctoral dissertation research. The study is being conducted by Beth Lewis Samuelson, Ph.D., Associate Professor and G Yeon Park, Doctoral Candidate in the Literacy, Culture, and Language Education department at Indiana University Bloomington.

You will:

Complete an Online Survey (15min.)

About 70 questions on your demographic information, language learning experience of English, and learning academic writing in English. It may take about 15 minutes.

Reward for Survey Respondents

- $50 * 2 full survey respondents
- $20 gift card * 120 full survey respondents by random selection (1 in 7 chance of winning $20)

How to Participate?

Please visit the link below to access the online and mobile-friendly survey at http://bit.ly/2sR5Ruu

Or use this QR Code:

This study has been approved by the Institutional Review Board at Indiana University. (IRB Study #1509922788). For questions or concerns about the study, contact the researchers Dr. Beth Samuelson and G Yeon Park at parkgy@indiana.edu.

Appendix G

Translingual Graduate Writers' Inventory of Strengths Survey

[Version 10. 06152017]

INDIANA UNIVERSITY

You are invited to participate in a research survey on international graduate students' academic writing. You were selected as a possible subject because you are (or were) involved in a graduate program or research in a university in the U.S. and indicated that you would be interested in participating. Please read the information below and ask any questions you may have before agreeing to be in the survey.

The study is being conducted by Beth Lewis Samuelson, Ph.D., Associate Professor and G Yeon Park, doctoral student from Indiana University Bloomington.

STUDY PURPOSE

The purpose of this study is to obtain a deeper understanding of the individual efforts and strategies of international graduate students in the U.S. when they write academic papers, master's theses, doctoral dissertations, and/or manuscripts for journal publishing.

PROCEDURES FOR THE STUDY

In this online survey, you will be asked to answer about 70 questions on your demographic information, language learning experience of English, and learning academic writing in English. It will take about 15 minutes.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published and the data that may be stored.

PAYMENT

Reward for survey respondents: Drawing winners are randomly selected from collected responses

- $50 * 2 full survey respondents
- $20 * 120 full survey respondents (1 in 7 chance of winning $20)

CONTACTS FOR QUESTIONS OR PROBLEMS

This study has been approved by the Institutional Review Board at Indiana University (IRB Study #1509922788). For questions or concerns about the study, contact the researchers Dr. Beth Samuelson and G Yeon Park at parkgy@indiana.edu.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with the investigators.

In consideration of all of the above, I agree to participate in this study.

- ❍ Yes
- ❍ No

Translingual Graduate Writers' Inventory of Strengths Survey

The purpose of this study is to obtain a deeper understanding of the individual efforts and strategies of international graduate students in the U.S.

Thinking about how you learned to write in English for academic purposes, how true of you are each of the following statements?

	Statements	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Almost always true of me
1.	[principal construct 8] I use resources in another language when I write in English for academic purposes.	❍	❍	❍	❍	❍
2.	[principal construct 5] Being good at writing in English in my academic field is important when I look for a job or pursue further studies.	❍	❍	❍	❍	❍
3.	[principal construct 2] I have a specific action plan to help me reach my academic writing goals such as learning new English vocabulary used in academia.	❍	❍	❍	❍	❍
4.	[principal construct 3] I can successfully finish writing a research article in English if I don't give up.	❍	❍	❍	❍	❍
5.	[principal construct 6] I feel at ease when called upon to discuss my current academic writing project(s).	❍	❍	❍	❍	❍
6.	[principal construct 8] Previous studies written in another language provide resources for my academic writing in English.	❍	❍	❍	❍	❍
7.	[principal construct 6] When I write in English for academic purposes, I control my feelings of anxiety.	❍	❍	❍	❍	❍
8.	[principal construct 7] I feel confident when asked to write academic papers in English.	❍	❍	❍	❍	❍
9.	[principal construct 8] I am proficient in at least two languages and use them for my academic writing in English.	❍	❍	❍	❍	❍
10.	[principal construct 7] My academic writing in English shows that I am knowledgeable about my field.	❍	❍	❍	❍	❍

	Statements	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Almost always true of me
11.	[principal construct 5] Having the ability to write in English for academic purposes allows me to communicate with other scholars in my field of study.	❍	❍	❍	❍	❍
12.	[principal construct 8] My cultural background offers material for my academic writing in English.	❍	❍	❍	❍	❍
13.	[principal construct 3] I am motivated to learn as much as I can to improve my writing in English for academic purposes.	❍	❍	❍	❍	❍
14.	[principal construct 6] I feel more comfortable as a writer of academic English when my readers value me as bilingual.	❍	❍	❍	❍	❍
15.	[principal construct 7] I know what unique English writing contribution I want to make to my research field is.	❍	❍	❍	❍	❍
16.	[principal construct 5] My academic writing skills in English are important for me to succeed in my field.	❍	❍	❍	❍	❍
17.	[principal construct 4] I can change my academic writing style based on the language I use while writing in my study field.	❍	❍	❍	❍	❍
18.	[principal construct 4] I realize that academic writing style can vary according to the language being used.	❍	❍	❍	❍	❍
19.	[principal construct 6] I feel comfortable that my research projects are aligned properly with a specific academic area.	❍	❍	❍	❍	❍
20.	[principal construct 7] My academic writing in English reflects my knowledge about current issues in my field.	❍	❍	❍	❍	❍
21.	[principal construct 5] I would like more opportunities to collaborate with scholars in my academic community through academic writing in English.	❍	❍	❍	❍	❍

	Statements	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Almost always true of me
22.	[principal construct 1] I would like to learn about graduate academic writing in English in my discipline.	❍	❍	❍	❍	❍
23.	[principal construct 2] I use academic writing tutorial services on campus to improve my academic writing in English.	❍	❍	❍	❍	❍
24.	[principal construct 8] My cultural background offers research ideas for my academic writing in English.	❍	❍	❍	❍	❍
25.	[principal construct 2] I have my academic writing in English proofread by a native speaker of English before I submit it.	❍	❍	❍	❍	❍
26.	[principal construct 3] My love of learning is closely related to my success in learning about academic writing in English.	❍	❍	❍	❍	❍
27.	[principal construct 4] In my study field, I can compare the differences in academic writing style between English and another language.	❍	❍	❍	❍	❍
28.	[principal construct 1] I would like to learn more in order to become proficient in academic writing in English.	❍	❍	❍	❍	❍
29.	[principal construct 5] Writing in English will increase my chances of participating in the activities of my research field (i.e., presentations at professional conferences and publications).	❍	❍	❍	❍	❍
30.	[principal construct 4] I notice the culture-specific features of the English academic writing styles at the U.S. research universities of my field.	❍	❍	❍	❍	❍
31.	[principal construct 2] When I write for academic purposes, I consult reference books on scholarly writing and style in English.	❍	❍	❍	❍	❍
32.	[principal construct 3] I learn from my English mistakes to improve my English academic writing skills.	❍	❍	❍	❍	❍

	Statements	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Almost always true of me
33.	[principal construct 4] I know how to write in English for academic purposes in my study field.	❍	❍	❍	❍	❍
34.	[principal construct 6] I talk to someone about how I feel when I write in English for academic purposes.	❍	❍	❍	❍	❍
35.	[principal construct 1] I would like to learn about academic writing in English in my graduate degree program.	❍	❍	❍	❍	❍
36.	[principal construct 6] I feel comfortable having my academic writing in English proofread by my colleagues or other scholars.	❍	❍	❍	❍	❍
37.	[principal construct 3] My academic writing typically goes through multiple edits.	❍	❍	❍	❍	❍
38.	[principal construct 5] English academic writing allows me to connect with other scholars in my study field.	❍	❍	❍	❍	❍
39.	[principal construct 2] I am more likely to rely on the commentary of my teachers than on student readers' comments on my academic writing in English.	❍	❍	❍	❍	❍
40.	[principal construct 1] I would like to learn about writing in the American academic writing context.	❍	❍	❍	❍	❍
41.	[principal construct 8] I search online in another language to learn the meanings of new concepts in English.	❍	❍	❍	❍	❍
42.	[principal construct 7] My academic writing in English demonstrates my expertise in my field.	❍	❍	❍	❍	❍
43.	[principal construct 1] I find learning about graduate academic writing in English interesting.	❍	❍	❍	❍	❍

Demographics

1. What is your gender?

- ❍ Male
- ❍ Female
- ❍ Other gender identity

2. What is your year of birth?

3. What is your citizenship status?

4. How long have you been in full-time residence to pursue a graduate degree(s) in the U.S.?

- ❍ Less than 1 year
- ❍ 1 year
- ❍ 2 years
- ❍ 3 years
- ❍ 4 years
- ❍ 5 years
- ❍ More than 5 years _____
- ❍ None of the above

Degree Goals

1. What is your highest degree?

- ❍ Bachelor's degree
- ❍ Master's degree
- ❍ Doctoral degree
- ❍ Professional graduate degree (e.g., M.B.A., J.D., M.F.A.)
- ❍ Other (Please specify.) _____

2. What is/will be your major in graduate degree or professional school?

- ❍ Agriculture and natural resources
- ❍ Architecture
- ❍ Art and Design
- ❍ Biological sciences
- ❍ Business
- ❍ Chemistry
- ❍ Communications
- ❍ Computer and information sciences
- ❍ Earth and Environmental sciences
- ❍ Education
- ❍ Engineering and engineering technology
- ❍ English and Literature
- ❍ Foreign Languages
- ❍ Health care / Medicine
- ❍ History
- ❍ Humanities
- ❍ Law and legal studies
- ❍ Library science
- ❍ Mathematics
- ❍ Music
- ❍ Physics
- ❍ Psychology
- ❍ Public administration and human services
- ❍ Social sciences (incl. Economics and Sociology)
- ❍ Other (Please specify.) _____

3. Are/were you a full-time or part-time graduate student?

- ❍ Full-time
- ❍ Part-time

4. What was your college major?

- ❍ Agriculture and natural resources
- ❍ Architecture
- ❍ Art and Design
- ❍ Biological sciences
- ❍ Business
- ❍ Chemistry
- ❍ Communications
- ❍ Computer and information sciences
- ❍ Earth and Environmental sciences
- ❍ Education
- ❍ Engineering and engineering technology
- ❍ English and Literature
- ❍ Foreign Languages
- ❍ Health care / Medicine
- ❍ History
- ❍ Humanities
- ❍ Law and legal studies
- ❍ Library science
- ❍ Mathematics
- ❍ Music
- ❍ Physics
- ❍ Psychology
- ❍ Public administration and human services
- ❍ Social sciences (incl. Economics and Sociology)
- ❍ Other (Please specify.) _____

5. In which country did you complete your bachelor's degree?

6. Did you study in the English speaking country during your undergraduate education?

- ❍ Yes
- ❍ No

7. What is/was your degree goal before practicing your professional career?

- ❍ Master's degree
- ❍ Doctoral degree
- ❍ Professional graduate degree (e.g., M.B.A., J.D., M.F.A.)
- ❍ Other (Please specify.) _____

8. If you are/were a graduate student, where are you pursuing/pursued your degree? (Select all that apply.)

- ❑ Pursuing/pursued doctoral degree in the U.S.
- ❑ Pursuing/pursued professional graduate degree in the U.S.
- ❑ Pursuing/pursued Master's degree in the U.S.
- ❑ Pursuing/pursued doctoral degree in another country (Please specify.)
- ❑ Pursuing/pursued professional graduate degree in another country (Please specify.)
- ❑ Pursuing/pursued Master's degree in another country (Please specify.)
- ❑ Other (Please specify.) _____

9. What is your current status within your university or at work? (Select all that apply.)

- ❑ Applicant for a doctoral degree program in the U.S.
- ❑ Associate Instructor/Lecturer
- ❑ Faculty
- ❑ Graduate student pursuing Master's degree in the U.S.
- ❑ Graduate student pursuing professional graduate degree in the U.S.
- ❑ Graduate student pursuing doctoral degree in the U.S.
- ❑ Professional
- ❑ Postgraduate researcher/ Postdoctoral fellow
- ❑ Between jobs
- ❑ Other (Please specify.) _____

10. What stage(s) of your doctoral degree program are you in? (Select all that apply.)

- ❑ Taking courses
- ❑ Comprehensive examinations
- ❑ Dissertation
- ❑ Other (Please specify.) _____

11. Where do/did you hope to reside after completing your graduate degree? (Country, state, city, etc.)

Language Learning Experiences

1. When do you remember FIRST learning English?

- ❍ Prior to grade 1
- ❍ Elementary school
- ❍ Middle school
- ❍ I don't remember
- ❍ Other (Please specify.) _____

2. What type of experience was FIRST taught in English? (Select all that apply.)

- ❑ Listening
- ❑ Speaking
- ❑ Reading
- ❑ Writing
- ❑ Grammar
- ❑ Vocabulary
- ❑ Other (Please specify.) _____
- ❑ I don’t remember.

Academic Writing

1. What grade would you give yourself on your general language competence for academic/professional purposes in your first language other than English (if your mother tongue is NOT English)?

- **Choose one letter grade below.**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

2. I am interested in learning about your early interests in academic writing. When did you FIRST write a report or a paper in English for academic purposes?

- ❍ Prior to grade 1
- ❍ Grade 2
- ❍ Grade 3 or 4
- ❍ Grade 5 or 6
- ❍ Middle school
- ❍ High school
- ❍ Undergraduate
- ❍ Graduate
- ❍ I don't remember
- ❍ None of above. (Please specify.) _____

3. What grade would you give yourself on your general language competence for academic/professional purposes in English?

- **Choose one letter grade below.**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

4. When you first wrote in English, how old were you? (Please give an approximate age of when you first remember writing a sentence of meaning in English.)

5. About how old were you when you first wrote a full sentence of meaning in English?

- ❍ About 5 or 6
- ❍ Sometime between 7 and 8
- ❍ Maybe 9 or 10
- ❍ Sometime between 11 and 12
- ❍ None of above. (Please specify.) _____
- ❍ I have no idea.

6. What are the purposes of your academic writing in English? (Select all that apply.)

- ❑ Abstract
- ❑ Academic autobiography, CV, or Resume
- ❑ Book or book chapter(s) contributing to my study field
- ❑ Business documents (Please specify.) _____
- ❑ Conference proposal
- ❑ Conference poster
- ❑ Doctoral dissertation
- ❑ Emails
- ❑ Evaluation reports
- ❑ Grant proposal
- ❑ Job applications
- ❑ Lab reports (Scientific writing)
- ❑ Master's thesis
- ❑ Project proposals
- ❑ Reviewing conference abstracts or research paper
- ❑ Research article manuscript
- ❑ Recommendation letter for students
- ❑ SOAP notes (subjective, objective, assessment, and plan) in medical/health disciplines
- ❑ Sponsorship reports
- ❑ Syllabus
- ❑ Other (Please specify.) _____

7. What are the materials you use to assist your writing for academic/professional purposes? (Select all that apply.)

- ❑ Paper dictionary
- ❑ Electronic dictionary
- ❑ Online dictionary
- ❑ Online search
- ❑ Writer's handbook
- ❑ Grammar book
- ❑ Book on rhetorical expressions for academic writing
- ❑ Other (Please specify.) _____

Exit Questions

Thank you for your participation in my dissertation study. To be considered as one of 122 recipients of $50 or $20 online gift card (Tango) by random selection out of full survey respondents (1 in 7 chance of winning $20), I will need to send Tango to your email address.

Do I have your permission to send Tango to your email address so you can receive your $50 or $20 gift card?

1. Please note: If you select "no" below, you will NOT be considered as potential recipient of a $50 or $20 Tango gift card.

❍ Yes, you have my permission to send Tango my email address.

❍ No, do not send my email address to Tango. I understand that I will not be considered as recipient of a gift card.

2. Please enter your email address in case you are selected as one of 122 full survey respondents by random selection:

Thank you for your response! I really appreciate your help.
If applicable, you will receive your Tango gift card in the next few weeks.

INDIANA UNIVERSITY

Translingual Graduate Writers' Inventory of Strengths (TGWIS)

Powered by Qualtrics

Curriculum Vitae

G YEON PARK

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parkgy AT iu.edu, gyeon80 AT gmail.com

EDUCATION

Year	Degree	Institution	Location
2011 – 2018	Ph.D.	Department of Literacy, Cultures, and Language Education (LCLE), Indiana University – Bloomington (Minor in Counseling Psychology)	Bloomington, IN
2002 – 2005	M.A.	Department of English Language and Literature, The University of Seoul	Seoul, Republic of Korea
1998 – 2001	B.A.	Department of English Language and Literature, The University of Seoul	Seoul, Republic of Korea

Ph.D. DISSERTATION

Park, G Yeon. (2018). Social and psychological valence components of Translingual Graduate Writers' Inventory of Strengths.

M.A. THESIS

Park, G Yeon. (2005). A semantic analysis of English aspectual verbs *begin* and *start* and their complements.

PROFESSIONAL EXPERIENCE

Year	Position	Institution	Location
2018	Associate Instructor	Indiana University	Bloomington, IN
	– ***L541: Writing Instruction for TESL Teachers*** *[online graduate course] (Course supervising faculty: Dr. Beth Lewis Samuelson)*		
2012-2017	Graduate Assistant at the LCLE department office	Indiana University	Bloomington, IN
2017	Teaching Assistant	Indiana University	Bloomington, IN
	– ***L539: Language Foundations for ESL/EFL Teachers*** *[online graduate course] (Course faculty: Dr. Beth Lewis Samuelson)*		
	– *Involved in preparing class, weekly discussions on the online forum, online conferencing, and assignments*		

2015	Teaching Assistant	Indiana University	Bloomington, IN

– *Involved in facilitating small peer review groups (named as "studios" in this course) dedicated to reviewing and improving the written work of their members from diverse disciplines of graduate degree programs at Indiana University in* ***L630: Critical Writing for Academic Purposes course for Graduate Students****) (Course faculty: Dr. Walter Smith)*

2011	Teaching Assistant	Indiana University	Bloomington, IN

– *Involved in grading papers of graduate students in* ***L540: ESL/EFL Instruction & Assessment Approaches*** *(Course faculty: Dr. Faridah Pawan)*

– *Involved in collecting data for Response to Intervention (RtI) used for ESL students in the U.S.*

2005 – 2011	Secondary School English Teacher	Middle and High Schools	Seoul, Republic of Korea

LICENSE/ CERTIFICATION

2017-present	EFL/ESL Teaching Graduate Certificate (Indiana University Bloomington)
2002-present	Secondary School English Teacher License (Seoul, Korea)

PROFESSIONAL MEMBERSHIP

Teachers of English to Speakers of Other Languages (TESOL) International Association

Indiana Teachers of English to Speakers of Other Languages (INTESOL)

American Association for Applied Linguistics (AAAL)

Comparative and International Education Society (CIES)

National Council of Teachers of English (NCTE)

International Literacy Association (ILA)

National Association for Multicultural Education (NAME)

United States Board on Books for Young People (USBBY)

PUBLICATION

Samuelson, B. L., Park, G. Y., & Munyaneza, S. P. (2018, under review). *Connecting home storytelling to English learning through imagined worlds and oral traditions.* Manuscript submitted for publication.

PRESENTATIONS

Samuelson, B. L., Park, G. Y., & Munyaneza, S. P. (2018). *Assessing reading engagement in rural Rwandan primary school English learners*. Roundtable presentation at the Comparative & International Education Society: Mexico City, Mexico. (March, 2018).

Park, G. Y. (2017). *Translingual Graduate Writers' Inventory of Strengths: Social and psychological components*. Presentation at the Doctoral Research Forum at TESOL 2017 International Convention & English Language Expo: Seattle, Washington. (March, 2017).

Park, G.Y. (2017). *Survey development process of Translingual Graduate Writers' Inventory of Strengths*. Presentation at 30th Symposium in Language Education Department (SLED). (February, 2017).

Park, G. Y. & Chen, X. (2016). *Teaching first year L2 graduate academic writing*. Poster presentation at INTESOL Conference: Indianapolis, Indiana (November, 2016).

Samuelson, B. L., Park, G. Y., Park, S. J., & Takahashi, J. (2016). *Translingual and transcultural collaborations in language learning and global education*. Panel presentation at 10th Cultures and Languages Across the Curriculum (CLAC) Conference: Des Moine, Iowa (October, 2016).

Samuelson, B. L., Park, G. Y., & Munyaneza, S. P. (2016). *Literary research in Rwanda: Developing a questionnaire and interview for assessing motivation to read*. Presentation at 6th Graduate Students in African Studies Annual Symposium. Indiana University Bloomington (February, 2016).

Park, G. Y. (2016). *Translingual graduate & post-graduate writers' inventory of strengths (TGWIS) (Version 1) survey piloting*. Presentation in STAT S490/S690 Statistical Consulting class. Indiana University Bloomington (February, 2016).

Samuelson, B. L. & Park, G. Y. (2014). *Practical strategies for Reader's Theater for English language learners*. Presentation at 2014 NCTE Annual Convention: Washington, D.C. (November, 2014).

Park, G. Y. (2013). *North Korean lives: Real-life stories in young adult literature*. Presentation at 10th IBBY Regional Conference: St. Louis, Missouri (October, 2013).

HONOR/AWARD

2017-2018	Mary Clare Courtland Fellowship Ruth G. Strickland Memorial Fellowship (Travel Award)
2015-2016	The Harste Alternative Literacies Fellowship
2014-2015	Isabel Craig Memorial Scholarship
2014	Service-Learning Travel Scholarship (Center for Innovative Teaching and Learning (CITL), Indiana University)
2013-2014	Ruth G. Strickland Memorial Fellowship (Travel Award)
2012-2013	Isabel Craig Memorial Scholarship Ruth G. Strickland Memorial Fellowship
2001	Seoul Mayor's Scholarship for Excellent Achievement
2000	Seoul Mayor's Scholarship for Excellent Achievement
1999	Scholarship for Excellent Achievement, the University of Seoul
1998	Seoul City Scholarship for Excellent Freshman

SERVICE TO LANGUAGE & LITERACY EDUCATION FIELD

2017-2018	Organizing Committee Student Co-Chair	First International Conference on Literacy, Culture, and Language Education
2017-2018	Committee member	Literacy, Culture, and Language Education Department Newsletter
2014-present	Researcher/Volunteer	Books & Beyond Project in Rwanda, Indiana University's Global Village Living-Learning Center
2013	Committee member/Volunteer	Discourse Analysis in Education Conference at Indiana University
2012-2017	Volunteer	Literacy, Culture, and Language Education Department New Student Orientation
2012-2015	Committee Chair/Member	24th-29th Symposium in Language Education Department (SLED)

COMMUNITY SERVICE

2016-2017	Organizing Committee Member	Liberty in North Korea (LiNK) at IU Rescue Team activist for human rights
2014-2015	Volunteer	Volunteers in Tutoring Adult Learners (VITAL) at Monroe County Public Library
2014-present	Sunday School teacher	Korean Presbyterian Church of Bloomington
2013-2014	Volunteer (teaching reading, vocabulary and math)	Rogers/Binford Elementary School ENrich Program: ESL students after school tutoring
2001-2011	Volunteer (translator/English teacher/ habitat)	Onnuri community church: Short-term missionary trips to China, Japan, North Korea, & rural areas in South Korea Family Medical Team at the Exodus Center in Chiang Mai, Thailand